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ABSTRACT

Motivated by the discouraging fact that only 7 percent of the local high school graduates were proceeding on to college or university education, a group of teachers, junior high through university, involved in the California Academic Partnership (CAP) Project, decided to analyze what was being taught and the methods being used. Collaborating with other teachers at these levels, they researched educational findings and methods and devised a chart of competency skills that would enable students to progress from seventh grade on to college or university. This guide is the result of their efforts at brainstorming about literature selections, thematic approaches, activities, issues, and writing directions that would teach these skills. The completed guide is a working notebook of methods, which, it is hoped, will effect a radical change in students' attitudes and competencies. Aligned with current California curriculum standards, the guide is developmental and adaptable for diverse class levels. The Chart of English Competencies lists, at appropriate levels of difficulty, the following skills to be taught for grades 7-12: CAP Writing Styles; Research; Critical Thinking; Grammar; Mechanics and Rhetoric; Writing Skills; and Oral Skills/Communication. Included is a description of the writing instruction and outside reading for each year, an outline of each grade level, and a detailed description of each of the 47 literature units presented. Each unit contains: a rationale; a list of focus and goals; and activities to introduce the book, use while reading and to build on after reading. (AA)

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The Literature Link

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This book is a product of the partnership project "Teaching for Transition from High School to College." The partners are California State University, Stanislaus, Dos Palos Joint Union High School District, Dos Palos Joint Union Elementary District, Merced Community College, and Oro Loma Elementary School District. Funded by the California Academic Partnership Program (CAPP), this project was a cooperative effort of the schools and colleges to enhance college preparation of students in grades 7-12.



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Additional copies of The Literature Link are available at cost from:
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Preface

Picture a little girl who loves chocolate, with a hundred dollar bill in her pocket, looking into the window of the locked door of the only candy store in town! The frustration she would feel does not come close to what I have felt these past three years watching from the sidelines as the instructors worked together to prepare the document you are about to read.

How many times the teacher in me wanted to jump into the lively conversation and share the collegial atmosphere! Sometimes I just couldn't resist the temptation and jumped right in anyway, but most times I understood that they are the ones who must do the teaching and so they are the only ones who could participate. How I envied them. Here were instructors from elementary, high school, community college, and university working together as peers to develop curriculum that would be meaningful for our Dos Palos High School students. Their challenge was to develop a Language Arts curriculum articulated across segments with the California Language Arts Framework, Model Curriculum Standards, Competencies Expected of Entering Freshmen, guidelines from "Project Equality", and many other sources. These documents and sources, all collaboratively developed, provide the framework, not the curriculum. The most critical factor, and the one which I hope school policy makers will particularly note, is that the instructors used these guides to develop the curriculum based on **their own professional judgment and experience** of what is best for their own students at their own schools. That they developed such a cohesive and cooperative group so quickly is proof for me that collaboration among segments is the only way to bring about true reform in curriculum content and strategies.

The instructors intend for this to be a living document and have already begun doing what they hope you will do as you use it--change it, adapt it to your local needs, add to it in your classrooms. We hope it will be a useful planning document for you. And I hope that all teachers, across disciplines and across segments, soon have the opportunity to work together as partners in our teaching endeavors.

A project such as this can succeed only with the active support of all partners. My gratitude goes to the administration and Boards of the Dos Palos Joint Union High School District and Elementary School District, Oro Loma Elementary School District, Merced Community College, and California State University, Stanislaus, for providing needed time, financial resources, and moral support in this three year project. I particularly want to thank high school principal Ernie Wall and superintendent Alton Sprague without whose guidance, vision, and confidence the project could never even have begun. My co-directors, Bob Hobbs at Merced Community College and Irel Urreiztieta at Stanislaus State, have always been there to give the extra time and expertise in just the right way. Certainly we are grateful for the financial and moral support of the state California Academic Partnership Program for providing this opportunity. Finally, my thanks the state CAPP Director, Debbie Hancock, who provided a strong hand to keep us on task and a strong shoulder to lean on when calamity struck at the worst possible time.

L. Faye Johnson
Director, CAPP Project # 24
"Teaching for Transition from High School to College"

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Introduction

This book and the California Academic Partnership Program project which produced it developed from some very discouraging facts. We discovered that only seven percent of the graduates from our local high school were proceeding on to college or university education. Many of these did not succeed.

Funded by CAPP, a group of teachers, junior high through university, analyzed the situation. We found the problem was a mind-set. Many of our students lacked the confidence, competency, and even the self-motivation to succeed in college. Too few attempted; too many dropped out and returned home. We desired to change this situation and to see our students gain the confidence and ability needed for a university education.

The California Academic Partnership Program funded our three year process of discussion, articulation, and collaboration which produced this curriculum. More than offer this book, we want to suggest that the process is the most important thing. These three years have produced a closeness and camaraderie not often found among colleagues from different schools and grade levels. We developed respect for each other and opened channels of communication to pursue our common goals.

For the first time in our careers, we collaborated with teachers from the seventh grade through university. Together we analyzed what was being taught and the methods we were using. We compared college and university English and composition entrance requirements and expectations with what we taught and with the state frameworks and Model Curriculum Standards. After researching educational findings and methods, we devised a chart of competency skills which would progress students from seventh grade into college or university work. We brainstormed about literature selections, thematic approaches, activities, issues, and writing directions which would teach these skills.

Thus, the book that resulted as a product of our labor is a cooperative effort of teachers from five schools, Oro Loma School, Bryant Middle School, Dos Palos High School, Merced College, and California State University, Stanislaus. It is not a book of new theories or unique methods. Rather, it is more like a cookbook, a working notebook of what we are doing right now to affect a radical change in the attitudes and competencies of our students.

It is a collection. The ideas and methods in this book are not intended to be original or unique. In fact, you may see many of your ideas in this curriculum. We may have even heard them from you at a conference. These are the plans from which we teach. We compiled them and arranged them to fit the developmental needs of our students.

It is expandable. This book is a notebook. It was designed to be enlarged and changed as new ideas are gleaned from others and discovered among ourselves. Our goal is to keep the lines of communication open between the schools, so that as needs of the students change, the curriculum can change quickly and accurately. Input from the university and college is extremely valuable. Those of us who teach the middle and high school grades feel more than ever that a clear view of university expectations and feedback from those who teach our students at that level is essential.

It is practical. It is organized by literature units in Into, Through, and Beyond sections. The teacher can select the methods which are best suited for a particular class. Most of them require few materials. Instead, they focus on bringing the students directly into contact with the literature and the ideas which it presents and engaging them in meaningful writing.

It is aligned. The twenty-four standards of the Model Curriculum Standards guided our selection of teaching ideas and techniques included in the book. The curriculum is literature based. Writing and research centers on the ideas, issues, and settings of the literature. Grammar and mechanics are taught in the context of the compositions. The students are the ones

who do the work. The book is written to the teacher in terms of instructions for the students. It is through reading, discussing, writing, and acting on the literature that learning takes place.

It is developmental. Students learn best what concerns them most. The literature, writing assignments, and other methods were chosen with the students psycho-social developmental needs in mind. In addition to preparing students for the future, we also want to help them live in the present. Literature gives the students patterns of stories which enable them to understand the universality of their personal experience. Writing focuses students on the uniqueness and importance of their life stories.

It is adaptable. The variety of activities allows the teacher to select plans that fit the level of the class. For smooth upward transition of students into college preparatory classes, all students must be taught the same core literature. The Literature Link is the curriculum for all levels, Learning Resource through College-Prep.

We are excited about The Literature Link. We wanted to redesign our teaching in order to transition students from junior high into college. We have found that this curriculum helps us to accomplish our goal. During the three years we have worked on our project, we've seen an increase in student interest in college. More of our students are entering college with greater confidence. Because all students are taught the same core, students find it easier to move up to college prep classes. Teachers have greater confidence because they know what the other teachers are teaching and what link they are in the plan. From confidence comes enthusiasm, and from enthusiasm, knowledge, the kind of knowledge that changes lives.

We who have worked on this CAPP project feel it is one of the most meaningful things we have done in our teaching careers. We thank CAPP and our administrations for the opportunity of participation in "Teaching for Transition from High School to College."

How to Use This Book

This book contains four parts: (1) a chart of grade level competency goals, (2) a description of the writing instruction and outside reading for each year, (3) a one page outline overview of each grade level, and (4) a detailed description of each unit. The activities are usually open to being used to teach many different competencies. We find it helpful to continually keep in mind the competency goals for the grade we are teaching. As we use the teaching activities, we focus on the particular competencies for our grade level.

For example, in the sophomore unit on The Metamorphosis, students are asked to write a third person, objective essay about their parents. They are to write as if their parents were not their parents but were people they had researched. Looking on the competency chart for the sophomore year, I find mood and tone, fragments, and run-ons are all to be emphasized. In giving the assignment, I would discuss mood and tone appropriate to the essay. I would explain how the mood and tone for this paper would differ from the mood and tone of a first person paper. Before beginning a prewriting activity I would mention that the paper will be closely graded for fragments and run-ons.

English Competency Goals for Grades 7-12

Competencies are listed under the year they are emphasized. Most skills begin in years previous to the focus year developed in subsequent years.

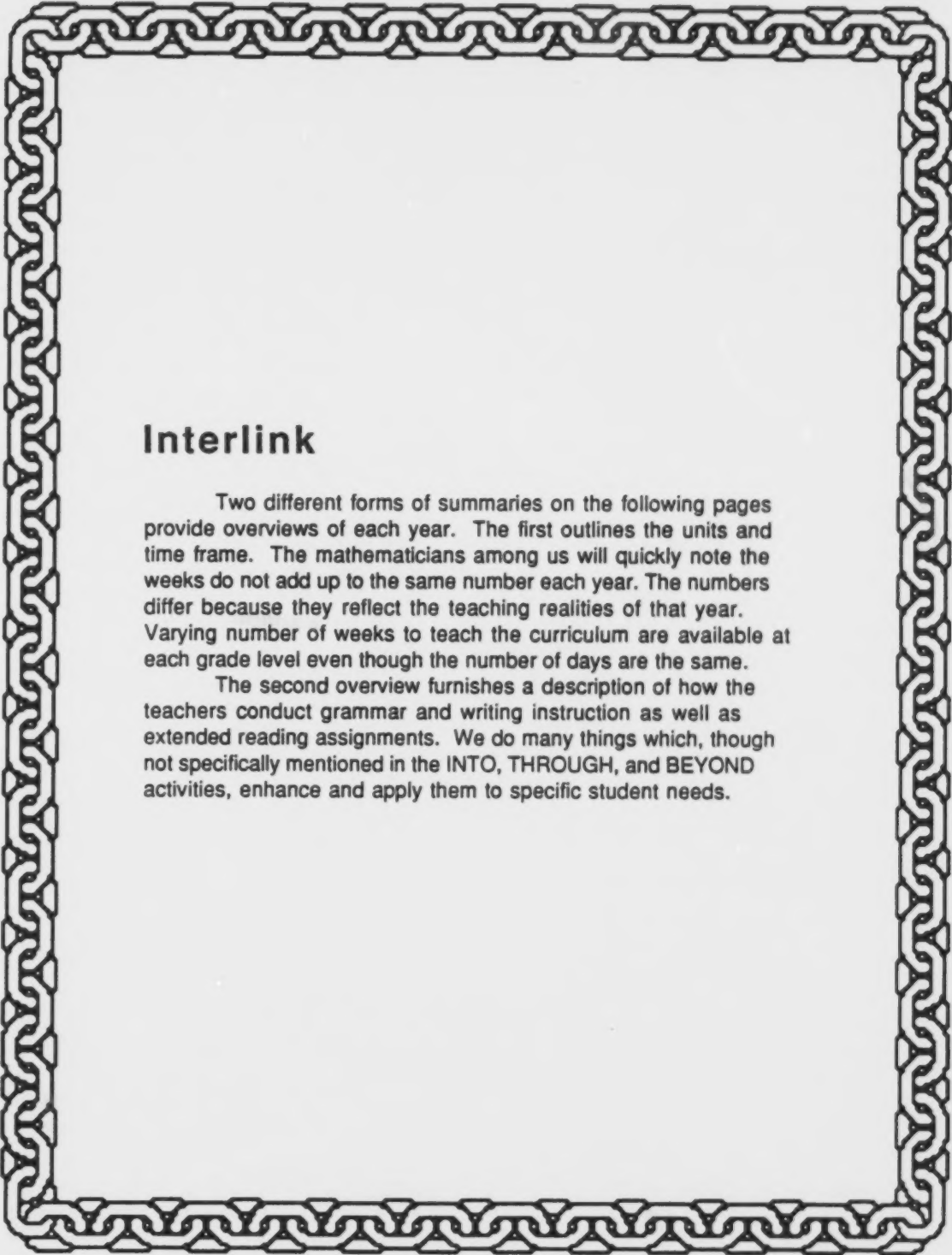
Competency	Grade 7	Grade 8
CAP Writing Styles	Autobiographical Incident First-Hand Biography Story Problem Solution	Observational Writing Evaluation Speculation about Effects Report of Information
Research	Relative interview Using encyclopedias Taking notes from encyclopedias Using newspapers Reading maps Observation and anecdotal response	Relative and neighbor interview Using an atlas Using a thesaurus Observation and anecdotal response
Critical Thinking	Venn diagram Detail- focus Appeal to senses Description Narrative	Evaluation Pros and cons Comparison/contrast Definition Selection of criteria
Grammar, Mechanics & Rhetoric	Quotations- direct and indirect Point-of-view Punctuation Verbs- agreement, form	Sentence variety Sentence expansion Point-of-view
Writing Skills	Dialogue Narrative paragraphs	Topic sentence Supporting details Paragraph logic
Oral Skills	Personal Introduction Partner reading Cooperative learning groups	Shared Inquiry Cooperative learning groups Listening skills

Grade Level Competency Goals

Competency	Grade 9	Grade 10
CAP Writing Styles	Autobiography Report of Information	Reflective Essay Observation
Research	Orientation to the Library & working bibliography Peer interview on serious topic Observation & anecdotal response	Taking notes & integrating sources Interviews with community members on multiple subjects Observation of interior monologue
Critical Thinking	Generalization and support Topic selection Narrowing thesis to find main idea Revision	Thesis Essay structure Mood & tone Parallel/subordinate ideas
Grammar, Mechanics, & Rhetoric	Voice Third Person point-of-view Pronoun referents & agreement Punctuation Business Letter	Punctuation Review Capitalization Fragments Run-ons Sentence boundaries
Writing Skills	Development of expository paragraph	Poetry Short Story
Oral Communication	Presentation of research papers Reading aloud	Oral interpretation

Grade Level Competency Goals

Competency	Grade 11	Grade 12
CAP Writing Styles	Speculation about Cause and Effect Controversial Issues	Evaluation Interpretation
Research	Periodicals Computers Polling Interview Observation of group interaction and speculation	Integration of library and other research skills Personal philosophy interviews Inference from observation
Critical Thinking	Recognition of arguments Pros and cons Identifying biases Noting objectivity and subjectivity	Recognizing fallacies Interpretive techniques Literary forms Philosophical investigations Ambiguity Writing from discussion
Grammar, Mechanics, & Rhetoric	Editing Revision	Research paper format
Writing Skills	Recognizing and writing figurative language	Poetry
Oral Communication	Panel discussions	Timed speeches Speech evaluation



Interlink

Two different forms of summaries on the following pages provide overviews of each year. The first outlines the units and time frame. The mathematicians among us will quickly note the weeks do not add up to the same number each year. The numbers differ because they reflect the teaching realities of that year. Varying number of weeks to teach the curriculum are available at each grade level even though the number of days are the same.

The second overview furnishes a description of how the teachers conduct grammar and writing instruction as well as extended reading assignments. We do many things which, though not specifically mentioned in the INTO, THROUGH, and BEYOND activities, enhance and apply them to specific student needs.

Seventh Grade Outline

Self and Family

- Unit I: Working Together 6 weeks
Core: O'Brien, Mrs. Frisby and the Rats of NIMH
- Unit II: A Place in the Family, A Place in the World 5 weeks
Core: Greek Mythology (selections)
- Unit III: Friendship and the Family 6 weeks
Core: Taylor, The Cay
- Unit IV: Relationships and Responsibility 6 weeks
Core: Zindel, The Pigman
- Unit V: Friends Who Help, Friends Who Hurt 6 weeks
Core: Hinton, That Was Then, This Is Now

Eighth Grade Outline

Self and Society

- Unit I: Daring to Be Different 6 weeks
Core: Speare, The Witch of Blackbird Pond
- Unit II: Conformity and the Power of Love 6 weeks
Core: L'Engle, A Wrinkle in Time
- Unit III: We're All In This Together 8 weeks
Core: Hinton, The Outsiders
- Unit IV: Freedom and the Worth of a Person 5 weeks
Core: Fox, The Slave Dancer
- Unit V: Different But Equal 2 weeks
Core: King, "I Have a Dream"
Galarza, "Barrio Boy"
Angelou, "Graduation"
- Unit VI: Choices Under Pressure 3 weeks
Core: Jackson, "The Lottery"
Gogol, "Diary of a Madman"
Updike, "A & P"
Maupassant, "The Necklace"

Freshman Year Outline

Justice versus Injustice

Unit I: Survival- The Struggle Against Personal Injustice Core: London, <u>The Call of the Wild</u>	3 weeks
Unit II: Social Injustice- Part One Core: Gaines, <u>The Autobiography of Miss Jane Pittman</u>	7 weeks
Unit III: Social Injustice- Part Two Core: Lee, <u>To Kill a Mockingbird</u>	8 weeks
Unit IV: Social Injustice- The Abuse of Political Power Core: Orwell, <u>Animal Farm</u>	2 weeks
Unit V: Injustice in the Family Core: Zindel, <u>The Effect of Gamma Rays on Man in the Moon Marigolds</u>	1 week
Unit VI: A Family's Struggle for Personal and Social Justice Core: Hansberry, <u>A Raisin in the Sun</u>	2 weeks
Unit VII: Man's Inhumanity to Man- Origins of Injustice Core: Golding, <u>Lord of the Flies</u>	5 weeks
Unit VIII: Injustice- Violation of Man's Nature Core: Shakespeare, <u>Macbeth</u>	4 weeks
Unit IX: Strength Within Yourself- A Key to Life's Meaning Core: Hemingway, <u>The Old Man and the Sea</u>	2 weeks

Sophomore Year Outline

Awakening to the World

Unit I: Awakening to the World Core: Knowles, <u>A Separate Peace</u>	6 weeks
Unit II: Decisions about Self: When My World Falls Apart Core: Kafka, <u>Metamorphosis</u>	3 weeks
Unit III: Decisions about Self: Quest for the Real Me Core: Hesse, <u>Siddhartha</u>	4 weeks
Unit IV: Courage to Stand Alone Core: Sophocles, <u>Antigone</u>	3 weeks
Unit V: Courage to Stand Alone: Life is What You Make It Core: Cervantes, <u>Don Quixote</u>	4 weeks
Unit VI: The Individual and Society: Right Goals, Wrong Choices Core: Shakespeare, <u>Julius Caesar</u>	4 weeks
Unit VII: The Individual and Society: Everything But Equality Core: Euripides, <u>Medea</u>	3 weeks
Unit VIII: The Individual and Society: Which Way to Happiness? Core: Ibsen, <u>Hedda Gabler</u>	3 weeks
Unit IX: Looking Backward, Looking Forward Core: Cather, "Neighbor Rosicky"	2 weeks

Junior Year Outline

The Great American Dream

Unit I: Identity- What is an American? Core: Crevecoeur, "What is an American?" Franklin, <u>Autobiography</u>	2 weeks
Unit II: Cultures- Conflicts and Values Core: Richter, <u>The Light in the Forest</u>	5 weeks
Unit III: The Individual and Society- Part One Core: Twain, <u>The Adventures of Huckleberry Finn</u>	8 weeks
Unit IV: The Individual and Society- Part Two Core: Hawthorne, <u>Scarlet Letter</u>	7 weeks
Alternate Unit IV: The Individual and Society Core: Miller, <u>The Crucible</u>	4 weeks
Unit V: The Individual and Society- Part Three Core: Fitzgerald, <u>The Great Gatsby</u>	4 weeks
Unit VI: American Society in California Core: Steinbeck, <u>Of Mice and Men</u>	8 weeks

Senior Year Outline

Moral Responsibility

Unit I: Alienation- Accepting Our Dark Side Core: Conrad, <u>The Secret Sharer</u>	3 weeks
Unit II: Alienation- Actions and Consequences Core: Shelley, <u>Frankenstein</u>	6 weeks
Unit III: Alienation- Acceptance of Others Core: Film, <u>El Norte</u>	2 weeks
Unit IV: Alienation- The Power of Good Core: Bronte, <u>Wuthering Heights</u>	4 weeks
Unit V: Family Relationships- Father and Child Core: Shakespeare, <u>King Lear</u>	4 weeks
Unit VI: Family Relationships- A Father's Love Core: Miller, <u>Death of a Salesman</u>	2 weeks
Unit VII: Family Relationships- Mother and Child Core: Barker, "Sonnet to my Mother" Duncan, "The Great Blue Heron" Kizer, "My Mother Would Be A Falconress"	1 week
Unit VIII: Family Relationships- A Mother's Love Core: Olsen, "I Stand Here Ironing"	1 week
Unit IX: Family Relationships- When Family Fails Core: Williams, <u>The Glass Menagerie</u>	2 weeks
Unit X: Family Relationships- If There Were No Families Core: Huxley, <u>Brave New World</u>	3 weeks
Unit XI: Family Relationships- The Triumph of Love Core: Eliot, <u>Silas Marner</u>	4 weeks

Teaching Writing, Expanding Reading

Seventh Grade

A. Writing Program

In the seventh grade, students have two periods for language arts. One period is used for grammar and writing skills and the other for practicing reading and writing. The first ten minutes of both periods are devoted primarily to writing skills. Warriner's English Grammar and Composition: First Course is used as a resource. Since students have two periods, grammar skills and the writing process are reinforced during both periods.

Paragraph development is stressed throughout the year. Students are taught to write a topic sentence, supporting details, and a concluding statement. These skills are practiced weekly.

Students collect data using the interview process. Data is then organized into a written composition.

B. Outside Reading

Students are required to select five novels of their choice for outside reading during the year. Students present either oral reports to the class or written reports to the teacher. Students write newspaper stories weekly using the format who, what, when, where, why, and how.

Eighth Grade

A. Writing Program

The eighth grade writing language arts program consists of a 46 minute period. Basic grammar and writing skills are practiced daily. While reinforcing the skills taught in the seventh grade and emphasizing the eighth grade competency goals, students practice the use of grammar and mechanics during the first five to ten minutes of each period. The exercises are either teacher developed or are chosen from Warriner's English Grammar and Composition: Second Course. Students are tested periodically on their knowledge of the practiced skills.

Throughout the year emphasis is placed on writing paragraphs. Development of clear, concise topic sentences and well written supporting sentences is taught throughout the year. The use of the thesaurus is recommended for vocabulary expansion, and using transition words is encouraged.

Process writing, including prewriting, writing, editing, revising, and rewriting is an integral part of the eighth grade program. Daily class writing and weekly writing homework allows for further practice.

To practice writing for an audience, students are required to write and illustrate a children's book during the second quarter.

During the fourth quarter, students do a research paper from an area being studied in history. They utilize the Electronic Encyclopedia and other library resources.

A. Outside Reading

Students select a novel from the extended reading list and prepare a timed oral report to the class. In addition, students are encouraged to select novels from the list for pleasure reading.

Freshmen

A. Writing Program

Freshmen spend four weeks in a workshop atmosphere writing paragraphs and essays. We use Warriner's English Grammar and Composition: Third Course and James Moffett's Active Voice. At first students learn to develop the topic sentence and how to supply information to make clear the meaning of the topic sentence. They learn to develop a paragraph by giving details or examples, by telling a story or relating an incident, by giving reasons, and by making comparisons or contrasts. They practice arranging ideas chronologically, spatially, or in order of importance. In addition, they learn to use transitional devices.

Activities from Active Voice help prepare the students for writing. They learn to write narrative, descriptive, and expository types of paragraphs.

The students write everyday in class and write for homework. Writing is sometimes read by a partner, group, the whole class, and the teacher.

Students learn how to limit a topic for a longer composition and adapt to an audience. They practice grouping under headings, arranging ideas in order, and making an outline. They learn that every composition has an introduction, a body, and a conclusion.

Throughout all writing, students must show evidence of revision by handing in a rough draft with the final copy. Work done in class is often revised after receiving response from classmates.

During the second quarter the freshmen students do a research paper on a subject in which they are interested. For the first few days they create a working bibliography in which they list every source in the Library Resource Center (LRC) on their topic. They learn to use the card catalogue, Readers' Guide, Electronic Encyclopedia, and to do a shelf search. They record title, call numbers, and how much and what kind of information each source contains without reading it. Once they complete their lists they select the ten best possibilities for reading.

Students now learn how to summarize (how to strip away everything but the author's key ideas) and how to paraphrase (how to restate in their own words following the order of the text).

Students read and collect information on note cards following the MLA style. They learn to use the parenthetical citation and Works Cited page. They learn how to outline, create a cover sheet, and do a rough draft. The whole process takes about two to three weeks of teacher-student time. Once students grasp the process of note taking, many of them use the LRC at night to finish.

B. Grammar, Mechanics, and Rhetoric

Using the Warriner's books as a source, students practice sentence variety. They learn to use verbals, appositives, and subordinating conjunctions. They learn to use the book for reference when writing.

C. Outside Reading

Freshmen students are required to select an autobiography or biography from the LRC. They read the selection and present an oral report to the class.

Sophomores

A. Writing Program

The writing process guides the sophomore year. Reference is continually made to a chart displayed on the wall which outlines the steps of the process. Prewriting activities are varied and related to student experiences so that they can learn how to initiate prewriting.

Sophomores continue to develop the paragraph and essay. Students practice supporting topic sentences with explanation, evidence, and example. They are taught to focus paragraph content by asking who, what, when, where, why, and how questions of the topic sentence. Practice with the five paragraph essay sharpens their ability to logically develop ideas and to support statements with evidence. Some essay assignments depart from the CAP structure to give students a wider range of experience.

Studying the Reflective Essay and Observational writing expands the sophomores repertoire of CAP writing styles. Students develop skills in these modes through the writing process. Peer response and editing gives them an opportunity to compare their writing and experiences with others.

Students write book reports documented in the MLA style. These reports are not just summaries. They focus on theme and character development. Students are required to reduce their summaries to one page. The books are chosen from the reading list for college-bound students.

B. Expanding Reading

A unit is taught on how to read and enjoy poetry. Students learn how to read poetry aloud and how to talk about a poem. They present a poem to the class at the end of the unit.

Emphasis is placed on strategies for reading and understanding essays. Students are taught how to follow the argument of an essay. They respond to the essay in compositions of their own in which they must support their opinions.

Students select novels for the book reports that they have not read their freshman year. A list of the books students read is passed from teacher to teacher to assure students are expanding their reading.

C. Grammar and Mechanics

Compositions provide the textbook for grammar and mechanics. Problem areas discovered while evaluating compositions are dealt with either individually or in class. Students are encouraged to rewrite their compositions as many times as it takes to achieve success.

Juniors

A. Writing Program

Student writing is evaluated at the first of the year for problems in usage, grammar, mechanics, and rhetoric. Individualized instruction in deficient areas is given through Warriner's English Grammar and Composition: Complete Course. Students are retested until each has achieved a ninety percent proficiency.

Sentence variation and figurative writing are studied through the literature. Students work from examples to develop their own compositions.

The high school has a computer proficiency requirement which requires academic subject areas to develop a particular proficiency of computer work. The junior year is responsible for the term paper. Junior English classes spend two weeks in the Computer Lab learning how to format and type a term paper in MLA style. Research on an aspect of American culture, with emphasis on California history, complements the junior literature. Emphasis is placed on mastering the MLA style and avoiding plagiarism.

B. Expanding Reading

Students select novels and non-fiction works to read during group work. They also read an additional book and write a report on it in MLA style.

Seniors

A. Writing Program

At the beginning of the senior year, students review paragraph development and longer composition development.

In the first semester, they write an essay every week based on the CAP modes. We review CAP mode characteristics and importance.

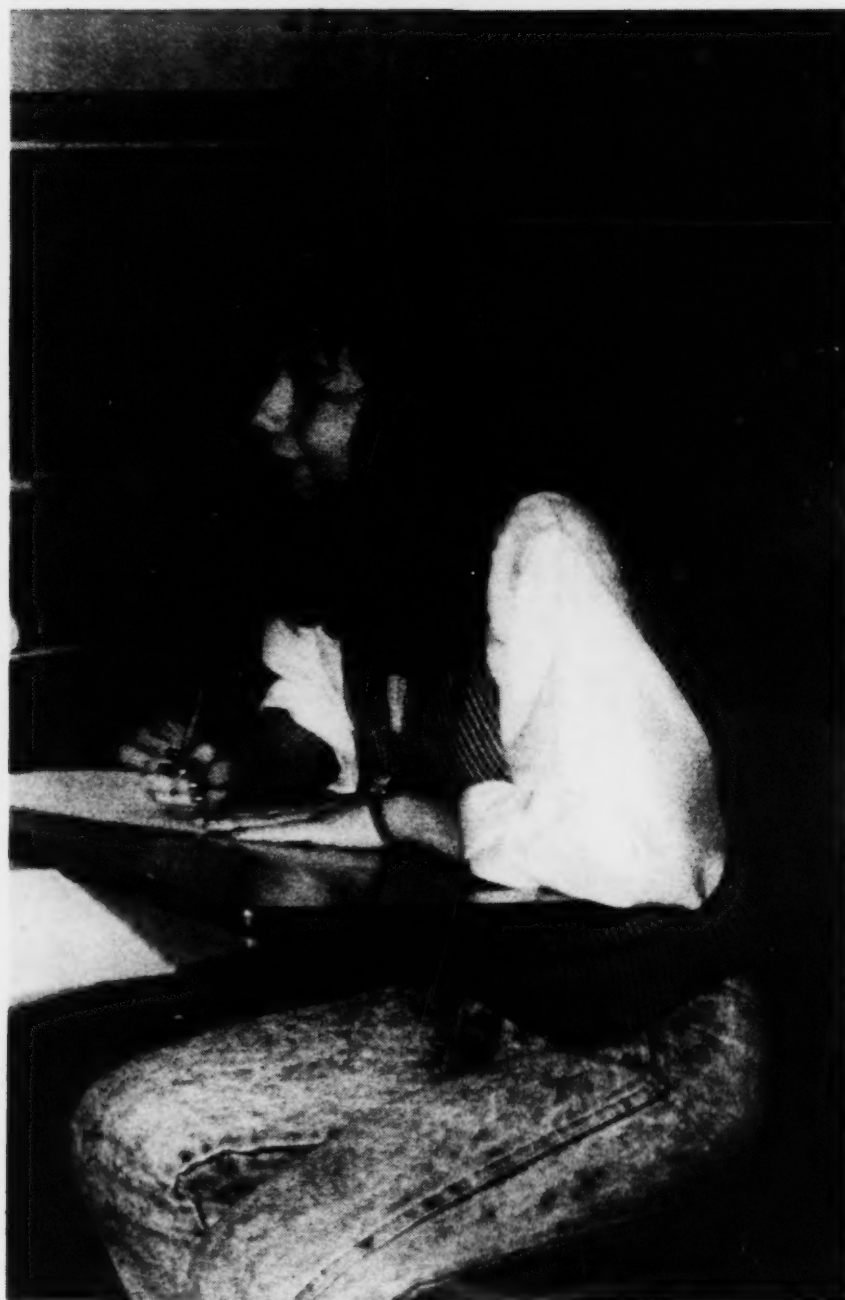
During the second semester, the students prepare a long range writing project. They research seven philosophical questions and compose their findings into either a personal philosophy paper or a video recording of a group discussion of each question.

In the fourth quarter, students give timed speeches about their college goals. Classmates evaluate each speech using prepared criteria. Students do a research paper using the MLA parenthetical citation style. Research is on a controversial issue. Seniors learn to develop a sound thesis statement and they integrate previously learned research skills while gathering data to support their theses. Students use Warriner's English Grammar and Composition: Complete Course and The Borzoi Handbook for Writers as references.

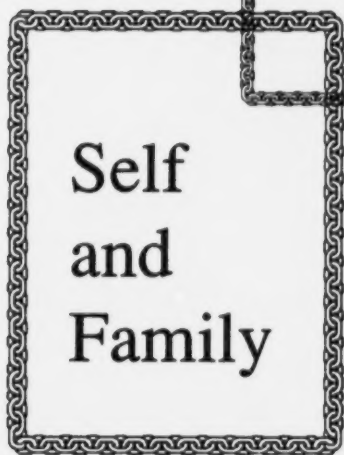
B. Expanding Reading

Students choose a novel from the Independent Reading List, read it and prepare a "Book Talk" for presentation to the class.

Students become familiar with The Encyclopedia of Philosophy, The Great Books, and Adler's Great Ideas from the Great Books when they begin their research for the philosophy project.



7th Grade



Self
and
Family

Self and Family

As adolescents grow and develop, it is in the natural order of things for them to leave the security of the family and take up their respective roles in society. For this to happen successfully, a maturation and realization of self must occur. This process begins to take priority in the late pre-teen years. Therefore, for the 7th grade, the theme of self and family was a natural one.

Writing about self equips the students with a self-observation tool that aids their development. The introduction of the CAP writing domains, Story, Autobiographical Incident, Biography, and Problem Solution, will be the main focus. Reference skills, critical thinking skills, and grammar skills appropriate for seventh graders will also be addressed.

The goal is that at the end of the year, all 7th graders will have experienced through the literature some positive ways for examining and solving problems concerning family and self. They will understand themselves and their family relationships better because they have read and written about this maturation process that is occurring within them.



"If you write about the things and the people you know best, you discover your roots." Isaac Bashevis Singer

Unit I

6 weeks

Working Together Mrs. Frisby and the Rats of NIMH

Rationale

Mrs. Frisby and the Rats of NIMH, by Robert C. O'Brien, focuses on the themes of cooperation, individualism, loyalty, and survival. It emphasizes the importance of working together as a family and the importance of friendship. Seventh grade students, with their emerging self and strong desire to be accepted by peers, need to develop a concept of their individuality and uniqueness as well as, simultaneously, skill in cooperating with family and other social groups.

Focus and Goals

1. To identify the need for cooperation among people in order to accomplish a common goal.
2. To explore a mother's motivations for her actions within the family.
3. To understand the underlying problem/solution pattern of the story.
4. To examine the literary concept of "flashback."

Ways Into the Literature

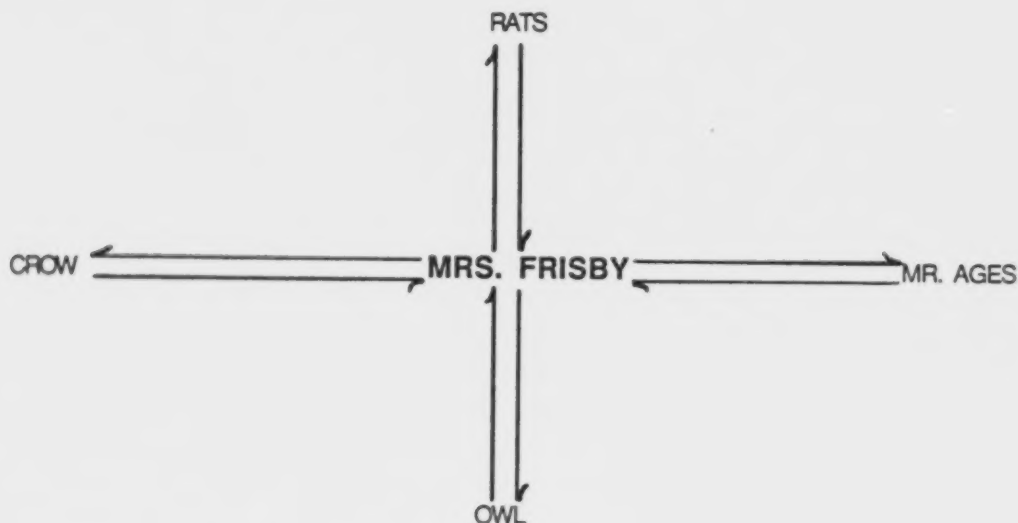
1. Have students predict the contents of the book by constructing a bookcover for the book before they read it. Brainstorm with the class on what the book might be about.
2. Read "Flowers for Algernon" aloud to the class a few pages a day.
3. Discuss the use of animals in experiments. Discuss types of experiments and types of animals used.
4. Instruct students to write in their journals about moving. Ask them to consider these questions:
 - a. What are some problems with moving?
 - b. What kinds of pressure do people feel when having to move?
5. Instruct students to write in their journals about problem solving. Have them answer the following:
 - a. Have you ever had a problem in your life that was hard to solve?
 - b. What was the problem?
 - c. How did you handle it?
 - d. Did you go to anyone for help?
 - e. What effect did that have on your problem?

Seventh Grade

6. Discuss animal personification with the students. Refer to literary works and movies such as Roger Rabbit.

Ways Through the Literature

1. Use different reading strategies such as oral reading, silent reading, and partner reading to read the novel.
2. Continue to read "Flowers for Algernon" orally to the class. Ask for student interpretation and prediction.
3. Have students construct a problem solution chart and fill it in as they read through the novel. The chart should include columns for the definition of the problem, how the character feels about the problem, what the character does in regards to the problem, and the outcome of the situation.
4. Discuss the theme of cooperation with the students. Ask for their definitions and experiences within family and social groups. Use the following graphic to illustrate the theme:



5. Have students write flashback incidents on notecards as they occur in the book. At the end of the book students will shuffle cards and have a partner rearrange them correctly.
6. Discuss the point of view of the novel. Ask students to consider how different the story might be if it were told from another point of view.

Seventh Grade

7. Ask students to keep a response log in their journals. Instruct them to include the following activities in their logs:
 - a. At various points in the book, stop reading and ask students to predict what they think will happen next in the story. Have them record their predictions. After reading, students will compare their predictions with the story.
 - b. Mrs. Frisby has to face a dangerous situation. Have students write about a dangerous situation they or someone they know has faced.
 - c. Review the plot from page 1 to page 157. Have students then predict what might happen to the rats. Ask them to record clues from the story that support their prediction.
 - d. Mrs. Frisby went to the owl for advice about a problem. Ask students to imagine Mrs. Frisby standing near the owl's nest. The owl asks her to state her problem. Have students write down what they think will happen next.
8. Instruct students to write a summary of the story to the point they have read.
9. Ask students to write "Dear Advisor" letters in which they outline a problem they have and request advice.
10. Assign the following composition to be written in the CAP Autobiographical Incident style.

Writing Situation

Mothers are very protective of their children. Animal mothers have been known to fight to the death to defend their babies. Human mothers protect their children in many ways. Often their protection takes the form of rules, advice, restrictions, and discipline.

Writing Directions

Write about a time when your mother or guardian was very protective of you. Describe the situation that made her be protective, tell what she did, and explain how you felt about her and the situation. Be sure to include how things turned out in the end.

Ways Beyond the Literature

1. Ask students to select a chapter from the book and do an art project based on the chapter. It may be cartooning with captions or a maze.
2. Have students write a national anthem or other patriotic song for the Thorn Valley rat colony.
3. Have students create an aerial view map of one of the settings described in the book.
4. Lead the class in a comparison/contrast discussion of "Flowers for Algernon" and Rats of NIMH. With the students, construct a Venn diagram for the works.

Seventh Grade

5. Have students construct mobiles based on the characters in the book.
6. Suggest students conduct a science experiment by constructing their own T-maze and testing snails ability to learn-record rebutts.
7. Instruct students to write and present an event from the story as a readers' theater.
8. Have students choose a character whom they admire from the book. Tell them to imagine they are the character and to do a Hot Seat or Tableaux with the character.
9. Show the video, The Secret of NIMH. Discuss the differences between the book and the movie. Have students complete a Venn diagram comparing and contrasting the two works.



Unit II

5 weeks

A Place in the Family, A Place in the World
Greek Mythology

Rationale

The Greek mythology unit deals with humanity, a person's place in the world, relationships with his/her family, and relationships with natural phenomena. The powerful forces of nature, over which they had no control, affected the Greeks' everyday life. People began to look to themselves for answers. The Greek myths are not only inspiring stories of gods and heroes, but they also reflect the strengths and weaknesses of humans everywhere. Myths that deal with family issues have been selected to be read by seventh graders in an effort to encourage awareness of the successes and failures that are inherent of everyday life.

Focus and Goals

1. To examine the development of Greek culture and in particular the Greek family unit.
2. To identify Greek contributions to western civilization.
3. To realize the consequences of recklessness and overconfidence, of the ignorance of one's own limitations, and of the refusal of youth to be guided by cautious age.
4. To discuss the sex-role stereotypes found in mythology.
5. To analyze the moral issues presented and formulate an opinion as it relates to the adolescents personal experience.

Ways Into the Literature

1. Discuss the creation of the earth according to the Bible. Include how the universe was created and the origin of man and woman. Lead into the creation of the earth according to the Greeks using myths such as Gaea and Uranus, Cronus and Rhea.
2. Ask students to memorize and present the poem "As You Like It, the Creation of the World" by Andrew Ranalletta. Students may present the poem in groups or as an individual.
3. Familiarize students with the genealogy of the Olympian gods and goddesses, their relationships, their powers, and their strengths and weaknesses.

Ways Through the Literature

1. Have students read the following myths:
 - a. Icarus and Daedalus
 - b. Phaethon
 - c. Pyramus and Thisbe
 - d. Orpheus and Eurydice
 - e. The Odyssey and Penelope
 - f. Daphne
2. Have students write a poem, either rhymed or unrhymed, expressing the tragic love of Orpheus and Eurydice.
3. Daedalus built wings in a sequential manner. Ask students to list the step by step instructions they would use to build some device of their own.
4. Read Charles Lamb's story of Shakespeare's Romeo and Juliet to the class and have them compare it with the Pyramus and Thisbe myth.
5. Phaethon's experience involved a terrifying journey across the sky to prove a point to his friends. Ask students to create a story called "My Desperate Ride." Instruct them to describe the conflict they are having with their friends which caused them to leave and begin their adventure.
6. Prepare a cumulative bulletin board display. Post a world map on the board, and over the quarter assign students to find myths explaining the creation of various lands, mountain ranges, and oceans. After a student has made an oral report to the class, post a file card with a summary of the myth near the edge of the map and run a colored string to the area designated. The entire display serves as a review at the end of the unit.
7. Have students prepare their own gods and goddesses. Ask them to write and illustrate a story about their gods and goddesses.

Journal Entries

1. Write about a time you disobeyed your parents. Why did you choose to do it and what were the results?
2. What lesson about obedience might one learn from the story of Daedalus?
3. Under what circumstances should a promise be broken? Have there been times when someone has broken a promise to you? What was your attitude?
4. Discuss sex-role stereotypes in Greek myths. Write about whether you think they are realistic or unfair.
5. In what way is Phaethon heroic? In what ways does he fail?
6. In what way is Daphne heroic? What is her fate?
7. Demeter and Persephone represent the strong bonds of family love. What other relationships outside of your immediate family are important to you? Why?
8. Are your parents always right or always wrong? Do you think parents and elders should be obeyed absolutely? What do you do when you think authority is irrelevant?
9. How are women usually portrayed in Greek myths? Do you think this is a realistic portrayal?
10. Describe how Pyramus and Thisbe might be responsible for their own tragedy.
11. What one weakness did Odysseus often display? How does this cause trouble between his crew and him?

Ways Beyond the Literature

1. Assign a library research project in which students research a god or goddess of their choice.
2. Assign the following essay in the CAP Story writing style:

Writing Situation

Some myths are the results of early man's attempt to explain natural forces. For example, there are myths which tell how the world was formed, how lakes, mountains, oceans, and rivers came into being, and why animals behave the way they do.

Writing Directions

Write an original myth, your own creative story, in which some superhuman god or hero causes a natural phenomenon. Be sure to describe how places look and to make your story have a beginning, middle, and ending.

Seventh Grade

3. Ask students to interview children of ages four and five. Have them record the children's explanations of dreams, shadows, wind, rain, lightning, thunder, and sleep.
4. Have students write a business letter to a mythological character who heads a mythological company and ask for information they need. Students are to use correct business letter form. Have students design letterhead for the mythological company and compose a response to themselves from their character on the letterhead. This project may be done in cooperative groups.
5. Some of our English names and words come from names found in mythology. Have students research the etymologies of the following words: atlas, cereal, geology, narcissism, jovial, echo, museum, mercurial, the "Midas touch," opening a "Pandora's box," plutonium, oceanography, months of the year, and days of the week.
6. Ask students to write a version of a myth for a magazine such as Mad Magazine or Rolling Stone. Instruct them to use humor and modern language to make the story interesting for modern readers.
7. Divide students into groups and have them make a newspaper for residents of Mount Olympus. They should include the following sections: front page, sports page, editorials, want ads, vital statistics, society column, entertainment/restaurants.
8. Ask students to interpret the following poem "Penelope" by Dorothy Parker. Ask them to consider what stereotypes about women it reflects.

In the pathway of the sun,
In the footsteps of the breeze,
Where the world and sky are one,
He shall ride the silver seas,
He shall cut the glittering sun.
I shall sit at home and rock;
Rise, to heed a neighbor's knock:
Brew my tea, and snip my thread;
Bleach the linen for my bed,
They will call him brave.

Unit III

6 weeks

Friendship and Family

The Cay

Rationale

The Cay, by Theodore Taylor, continues the seventh grade theme of self and family. Adolescents struggle to find their sense of identity and their place in the family. The novel's main character strengthens his sense of self through unique circumstances. Also, he comes to accept and value the individual identity of another without regard for race or culture.

Focus and Goals

1. To recognize prejudice in ourselves and others.
2. To identify the causes of prejudice so that they may be overcome.
3. To assess one's thoughts and actions in light of their possible consequences.
4. To develop confidence in one's ability to face and challenge insurmountable obstacles.
5. To recognize the qualities that comprise friendship.

Ways Into the Literature

1. Discuss the theme of prejudice with the students. Divide them into groups to compose a definition of prejudice, a list of different types of prejudice, and examples of incidents of prejudice. Have the groups make oral reports to the class.
2. Read "As I Grew Older," by Langston Hughes, to the class. Discuss possible meanings.
3. Show a film of Martin Luther King, Jr.'s "I Have a Dream" speech. Discuss King and the civil rights movement. Discuss current local attitudes between races.
4. Theodore Taylor dedicated his novel to Martin Luther King, Jr. Discuss why.
5. Discuss stereotypes. Solicit examples from the students. Discuss how stereotypes affect prejudice.
6. Instruct students to examine the cover of the book and to predict what the book might be about.
7. Assign students the following composition:

You are stranded on an island. If you could choose five items to have with you on the island, what would they be? Write a composition telling what five items you would choose and why you would choose them. Be sure to use good paragraph form.

8. Assign the following essay in the CAP Observational Writing style:

Writing Situation

Most of us have witnessed incidents when others were prejudged because of the way they looked, talked, or acted or because they belonged to a certain group.

Writing Directions

Write an essay in which you relate an incident when you witnessed prejudice. Describe the incident in detail. Be sure to tell what you felt as you witnessed it.

9. Assign the following notebook page to be completed before reading and throughout the reading:

Pre-reading Activity
The Theme of Prejudice

The theme of a book expresses a general truth about life or human beings. In this novel, The Cay, the author conveys his feelings about prejudice, which exists when a person is judged strictly because of his race, religion, or nationality.

Below are statements that deal with prejudice. Before you read The Cay, tell whether you agree or disagree with each statement by marking a Yes or a No next to each statement under the column "YOU." After you read The Cay, you will tell whether the author agrees with each of these statements by marking a Yes or a No in the "AUTHOR" column.

	YOU	AUTHOR
--	-----	--------

- | | | |
|--|--|--|
| 1. First impressions of people are usually correct. | | |
| 2. People who belong to the same group are alike in most ways. | | |
| 3. Prejudice hurts only its victims. | | |
| 4. Children adopt the prejudices of their parents. | | |
| 5. Prejudice hurts the aggressor as well as the victim. | | |
| 6. Prejudice is something that is learned. | | |
| 7. You can teach people not to be prejudiced. | | |

Ways Through the Literature

1. Read Chapter 1 aloud to the class. Discuss characterization and setting.
2. Have students refer to the book and draw a picture of the cay.
3. Give students a translation key to the dialects found in the book.
4. Read Bill Cosby's biography aloud to the class a few minutes each day.
5. Play Calypso music. Interpret the words to one song and share the interpretation with the class.

Journal Entries

1. Describe Phillip's feeling when he discovers he has been shipwrecked on a raft with a black man.
2. Phillip has been taught to call adult men "mister," yet he calls the black man "Timothy." Timothy, on the other hand addresses Phillip as "young bahass." What does this tell you about the relationship between the two.
3. Since Phillip cannot see, he must find other ways to perceive what is happening. Give examples from the novel of ways in which Phillip begins to rely on his other senses.
4. Write about a time you were sick and someone cared for you.
5. Phillip discovers Timothy cannot spell. What does this tell you about Timothy's education? What can you conclude about education in general in this region?
6. In what ways is Timothy trying to make Phillip more independent?
7. Describe the events that signal the turning point in Timothy and Phillip's relationship.
8. In what ways has Phillip's attitude toward Timothy changed?
9. What does Phillip mean when he asks Timothy, "Are you still black?"
10. Describe the incident between Timothy and Stew Cat. What was the significance of that incident.
11. Explain the phrase, "There are times when you are beyond tears"?
12. Phillip took one item with him from the island. What was its special significance?
13. Describe an incident you witnessed when someone was prejudiced. How did you feel?

6. Have students complete the following assignment:

Pretend you are Mr. Enright and have heard news of the shipwreck. Write an advertisement for the local newspaper offering a reward for finding your son, giving information needed to carry out the rescue, and asking for help.

7. Discuss with students the fact that the story is written from Phillip's point of view and Timothy's feelings are not described. Ask students to write a short paper describing the events that have happened from Timothy's point of view.

8. Give the students the following composition assignment:

Pretend you are a meteorologist and must make a TV report about what happened. Write a narrative describing the onset of the storm, the actual storm, and its effect on the cay.

Ways Beyond the Literature

1. Read the short story "The Hundred Penny Box" to the class.
2. Play the game "Blue Eyes, Brown Eyes" by William Peters with the class.
3. Ask students to pretend they are Phillip and to compose a poem in remembrance of Timothy.
4. Make the following composition assignment:

Writing Situation

Phillip has just been rescued and he is on a ship headed for home. Phillip wants to communicate to his mother the things he has learned on the cay.

Writing Directions

Write a letter from Phillip to his mother. Include Phillip's feelings about Timothy and the importance of their friendship. Also, write about how Phillip has changed his opinion about blacks.

5. Assign the following composition in the CAP writing style of Problem Solution:

Writing Situation

Prejudice or pre-judging a person occurs in virtually all societies. People are prejudiced against others because of race, color, religion, looks and just about anything else that makes one person different from another. Many people have made great efforts and have risked their lives to try to solve the problem of prejudice.

Writing Directions

Write an essay for your peers in which you offer solutions for the problem of prejudice. Include what you and your peers can do as well as what adults in the world can do.

6. Have students write a survival manual for a person who might be marooned on an island in the tropics.
7. Divide students into pairs. Ask one to pretend he or she is Phillip and the other is a newspaper reporter. Have the reporter prepare a list of questions to ask Phillip and then conduct an interview with him. Ask the students to change roles and repeat the interview.
8. Have the students review the pre-reading activity INTO #9. Basing their answers on what they read and the opinions implied in the novel, students should indicate on the chart whether they think the author would have agreed or disagreed with each of the statements.



Unit IV

6 weeks

Relationships and Responsibility

The Pigman

Rationale

In today's society many young people are experiencing isolation within their families, schools, and personal relationships. The novel, The Pigman, focuses on two teenagers who learn to cope with new relationships, family crises, values, and honesty with self and others. In the course of the novel, the characters learn to accept the fact that they are responsible for their own actions.

Focus

1. To develop an understanding and appreciation of our community of elder adults.
2. To examine different types of relationships.
3. To identify ways in which different personalities cope with loneliness.
4. To become aware of the author's unique style of writing.

Ways Into the Literature

1. Have students list slang expressions. Discuss the author's use of slang in the novel.
2. Ask students to share experiences they have had with elderly people. Discuss what they did together and whether or not the person is still living.
3. Ask students to predict from the cover and title what they think the book might be about.
4. Have students locate the boroughs of Staten Island and Manhattan. Use the map as you read the book to locate the Guggenheim Museum, Staten Island Zoo, and other places mentioned by the characters.
5. Discuss "point of view" with the students. Explain the two unusual points of view the author uses in the book.
6. Have students look at the cover and the first few pages of the book to discover characters, setting, plot, and conflicts. Ask students to predict what they think will happen in the book.
7. Ask students to bring in samples from collections they have made to share with the class. Discuss with them the importance of their collections. Have them consider its sentimental significance as well as its monetary value.

Journal Entries

1. Write about a time when your parents didn't understand you. How did you feel? What did you do?
2. How did you feel when your parents wouldn't allow you to do something you really wanted to do?
3. Write about a time you felt lonely or out of place. What caused you to feel that way? What made the feelings go away?
4. Have you ever experienced a time when you were not able to talk to someone about something important? Why or why not?
5. Write about a time you sympathized with another person's situation. Did you try to help? If so, was it difficult to do?
6. Have you ever felt that your parents, teachers, or peers didn't understand you? How did you react?
7. Write about a time when you felt guilty. What caused you to feel that way? What did you do about your guilt?
8. How have your parents influenced or affected your behavior?
9. Describe John and Lorraine's personalities prior to meeting the Pigman. How have their parents affected their personalities? What other factors have caused them to develop their personality traits?
10. Why do you think John and Lorraine dress in Mr. Pignati and his wife's clothes and cook dinner while the Pigman is at the hospital?
11. What could John and Lorraine do to improve their relationships with their parents?

Ways Through the Literature

1. Have students complete a chronolog of the book in which they write down the events of the plot as they read.
2. Ask each student to select either John, Lorraine, or the Pigman and keep a reading log on what happens to that character in each day's reading.
3. Ask each student to draw a picture or construct a diorama based on the description of Mr. Pignati's house in the novel.
4. Divide students into groups. Ask each group to construct a comparison/contrast chart on John and Lorraine's parents and the Pigman. Have each group select a reporter to present the group's findings to the class.

Seventh Grade

5. Point out the author's use of humor to lighten the tone of the book. For example, John calls the Swiss steak served in the cafeteria, "fillet of gorilla's heart." Have the students keep a record of other examples of humor.
6. Ask students to select a partner and use the memorization technique in chapter five to memorize a list of at least ten items.
7. Have students read the short story "Alligator River." Divide the students into groups. Ask them to use the short story to play the game of values Mr. Pignati plays with John and Lorraine in chapter ten.
8. Discuss with the students why the author (through John and Lorraine) lets the reader know from the beginning the Pigman will die. Ask the students how the revelation of this fact affects the tone and suspense created by the book and how it affects their response to John, Lorraine, Mr. Pignati, and Norton.
9. Divide students into groups. Have them discuss what they would do if they were parents and police officers brought their child home, reporting that he or she had been drinking and had wrecked someone's home. Have them compare their reactions with those of John and Lorraine's parents. Ask them to consider which reactions would most likely lead either John or Lorraine to improve their behavior in the future. Have a reporter from each group report their conclusions to the class.
10. Assign the following composition in the CAP Problem Solution writing style:

Writing Situation

Both John and Lorraine experience difficulties with their parents at home. Both parents and children are responsible for the problems.

Writing Directions

Write an essay stating the problem that either John or Lorraine have at home. Propose a possible solution or solutions. Convince the reader why your ideas will work. You may choose either John or Lorraine to write about.

Ways Beyond the Literature

1. Discuss with students the idea of a "communication gap" between parents and children. Have them identify aspects of the gap.
2. Divide the students into groups. Have them choose a scene from the novel and present it to the class as readers' theater.
3. Ask students to choose a character from the novel and to construct a comparison/contrast chart between that character and their own life.

Seventh Grade

4. Divide the class into groups. Have each group select an incident from the book that relates to one of the major themes and to act out the scene for the class. Then ask them to plan and act out an original skit that has to do with the same theme.
5. Discuss John and Lorraine's search for meaning in life with the students. Have students prepare a presentation for the class explaining how they view the meaning and purpose of their lives.
6. Assign the following interview project:

Friendships are usually with people our own age. However, John and Lorraine develop a friendship with an elder man, Mr. Pignati. Interview an elder person. Discuss such things as childhood, education, jobs, hobbies, unusual experiences, and places they have lived. Write an essay about the person you interviewed and read it to the class.
7. Discuss the problem of loneliness among teenagers and the elderly with the students.
8. Ask the students how realistic is the relationship between John, Lorraine, and the Pigman. Ask them if they think the story could actually have happened.
9. Divide students into groups. Have each group list things that John and Lorraine learned from their experiences with Mr. Pignati.
10. Take the students on a field trip to a senior citizens center.
11. Have students write a different ending to the story.
12. Have students draw pictures of the characters as they imagined them.
13. Divide students into groups. Ask each group to define the advantages of having a friendship with a pet. Have them compare and contrast these with the advantages of having a human friend. Ask them to consider when it is better to have a pet for a friend and when it is better to have a human friend. Have each group report to the class.

Unit V

6 weeks

Friends Who Help, Friends Who Hurt

That Was Then, This is Now

Rationale

Peer pressure is a teenage reality. Whether the pressure involves good grades, sex, or drugs, today's teens will make choices that will ultimately affect their lives. That Was Then, This is Now realistically deals with the struggle teens encounter in today's society trying to avoid peer pressure without sacrificing friendships.

Focus and Goals

1. To recognize moral choices and the effect environmental factors contribute to that choice.
2. To understand that the maturation process can lead to greater insight and wisdom.
3. To formulate personal moral opinion regarding drug abuse.
4. To read contemporary fiction to which teens can relate.

Ways Into the Literature

1. Discuss illegal and legal drugs with the students.
2. Have students read the play Tattletale from Voice magazine as readers' theater. After the reading discuss with students the question, "When drugs are destroying a friend, who should you tell?"
3. Assign the following essay in the CAP Problem Solution mode:

Writing Situation

Adolescents are sometimes faced with making a choice between something they truly believe in and loyalty to their peers.

Writing Directions

Write about a time when you faced a problem in which you had to choose between a principle you believed in and loyalty to someone. State the problem you faced, propose possible solutions, and convince your reader to accept the proposed solutions.

Ways Through the Literature

1. Have students construct a comparison/contrast chart of Byron and Mark's personality traits and physical descriptions.
2. Have students select a character from the novel and write entries in their journals as if they were that person. Ask them to include feelings as well as thoughts.
3. Divide the class into two groups and have them write "Dear Abbey" letters. One group of students writes the letters about the characters' problems. The other group answers them. Have the students write descriptions of Bryon and Mark from the principal's point of view, Cathy's point of view, Charlie's point of view, and M & M's point of view.

Ways Beyond the Literature

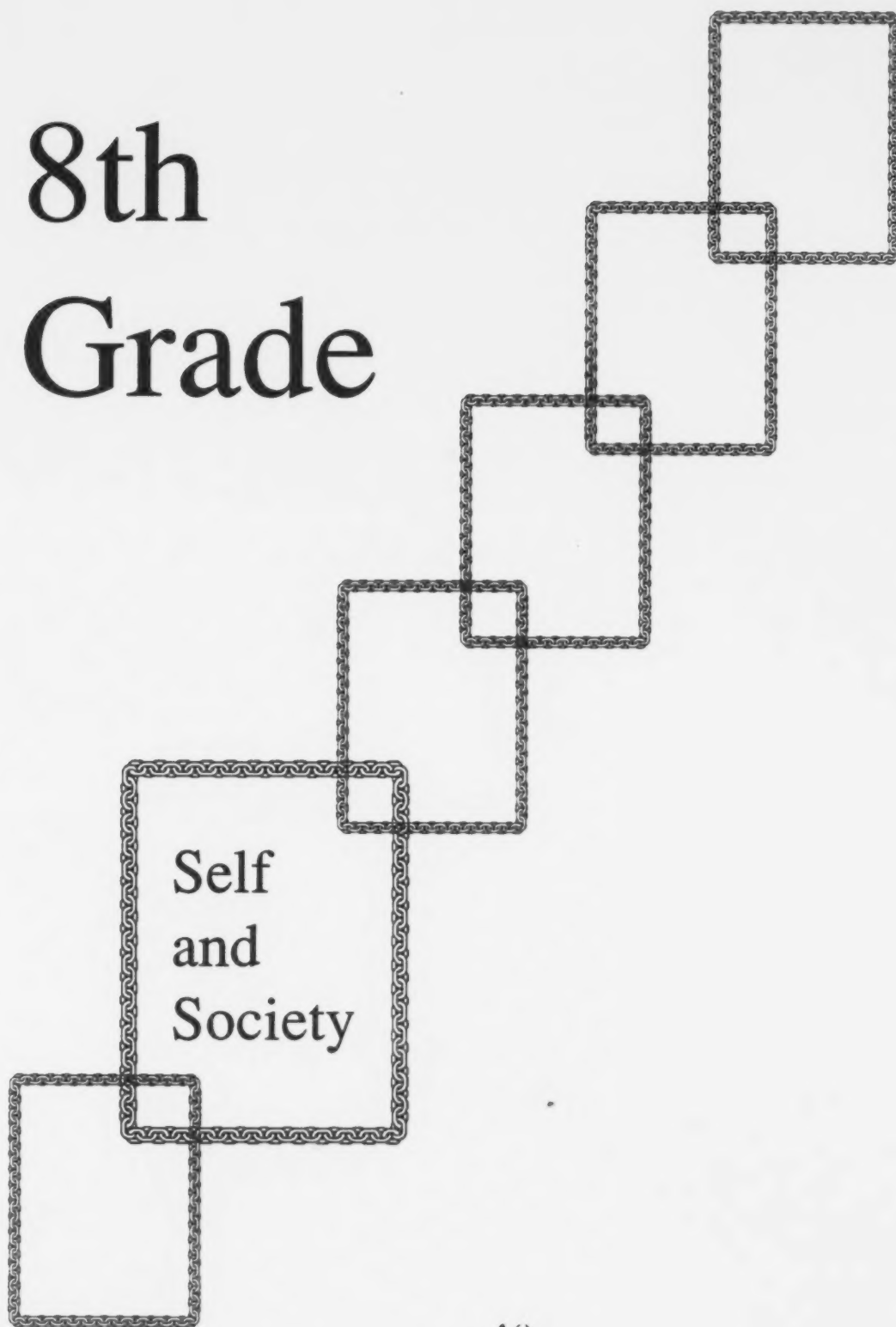
1. Have students write an essay about the character with which they most identify. Ask them to include the reasons they relate to that character.
2. Ask students to write a paper in which they compare and contrast their life with the life of one of the characters in the novel.
3. Have students write an epilogue in which they explain what they think will happen to each of the main characters.
4. Divide the students into groups. Ask them to rewrite the section of the story in which Bryon and Mark encounter the Texans in the poolroom. Have them choose either the point of view of the Texans, Mark, or Charlie.
5. Ask students to rewrite the ending of the novel.
6. Divide students into groups to organize a role play on a scene from the novel and to present it to the class.
7. Divide students into groups to arrange a debate or classroom discussion on the topic of whether or not Bryon was right to turn-in Mark.
8. Invite a guest speaker to discuss the tragedies of drugs with the students.
9. Have students pretend they are Bryon and write a letter to Mark in jail.
10. Divide students into groups to draw a mural of the important scenes from the book. Have them include the introduction, crisis, turning point and the resolution.
11. Show the film That Was Then, This Is Now to the students.
12. Read "Henry Jekyll's Confession" from The Strange Case of Dr. Jekyll and Mr. Hyde.

Journal Entries

1. Describe the home life of Byron and Mark.
2. In what ways is Bryon as dishonest as Mark?
3. How does Charles' advice on finding a job lead Bryon to greater self-understanding?
4. Explain how the title of the book relates to the relationship between Bryon and Mark.
5. Have you ever observed someone using drugs or seen someone on drugs? How did they act? How did you feel about their behavior?
6. What lessons are contained in the story of Mike Chambers?
7. What incidents develop the author's idea that revenge is pointless and wrong?
8. Describe the way in which Bryon's values change from the beginning of the novel to the end of the novel.
9. Do you think Bryon does the right thing when he turns Mark in to the police?
10. Identify and discuss some of the symbols of the novel.



8th Grade



Self and Society

Progressing from the 7th grade theme of family relationships to the broader theme of finding one's place in society is a natural evolution for adolescents on the threshold of independence. The emphasis in the 8th grade is upon self and society. As an adolescent struggles for a sense of self-worth, he is additionally challenging society. The literature chosen deals with young people seeking to find themselves and their role in a society which misunderstands them or rejects them.

In addition to reviewing and expanding the CAP writing domains introduced in the 7th grade, the additional styles of Evaluation, Speculation About Effects, Observational Writing, and Report of Information will be developed. Research and critical thinking skills, in conjunction with rhetorical skills, sentence variety, expansion, and logical writing will be the primary concentration.

As the literature is studied, students will examine their emerging role as independent members of society. The goal is for all 8th graders to gain considerable understanding of the process of decision-making so that they will ultimately lead more productive and successful lives.



"Let us cherish, therefore, the means of knowledge. Let us dare to read, think, speak, and write." John Adams

Unit I

6 weeks

Daring to be Different

The Witch of Blackbird Pond

Rationale

Belief in witchcraft was prevalent in the Puritan community of 17th century America. The Witch of Blackbird Pond was selected to be read by eighth graders because it deals with the coming of age of young people. In addition, it focuses on a strong, independent female character who is seen as a threat to the Puritan community. It portrays a girl whose rebellion against bigotry coupled with her need to establish an identity results in misunderstanding and hysteria.

Focus and Goals

1. To develop an understanding of the Puritan community of the 17th century.
2. To identify bigotry and its manifestations.
3. To investigate the relationship between misunderstanding and hysteria and its effect on human behavior.
4. To enjoy a story that blends historical fact with fictional character.

Ways Into the Literature

1. Show the film The Witches of Salem: the Horror and the Hope and discuss the psychological aspects of witchcraft.
2. Discuss the Puritans strict religious and civil rules with the students. Discuss how superstition can result in the hysteria that occurred in 17th century Salem.

Ways Through the Literature

1. Read through the novel with a combination of oral, group, and partner readings
2. Have students keep a reading log in which they answer the following questions:
 - (a) Kit gets along better with her cousin Mercy than she does with Judith. Explain why Judith has difficulty accepting Kit.
 - (b) Write a letter from Kit to Barbados describing in detail her trip and arrival in America.
 - (c) List some of Hannah's positive values.
 - (d) Examine the values of one of the characters you dislike.
 - (e) Describe the difficult situation Kit is in. How would you handle a similar situation?
 - (f) If you could change places with either Kit or Mercy, which would you choose? Why?
 - (g) Was it a good idea for Kit to introduce Prudence to Hannah? Why or why not?
 - (h) Explain three incidents that occur before Kit reaches Wethersfield which indicate she will have difficulty fitting into the new community.
 - (i) How does the advice Hannah gives Kit help her adjust to life in Wethersfield?
 - (j) What is the significance of the passage about Nat wanting to buy a yellow and green bird in Jamaica? How does this relate to Kit?
3. Have students complete the following lead-ins:
 - (a) I feel the main character is like _____ because _____
 - (b) I really cannot identify with what is going on in the novel because _____
 - (c) I would/would not like to have lived during that time period because _____
 - (d) I remember a time in my life that was similar to this. It occurred when _____
4. Have students read "The Door" by Miroslav Holub. Discuss how the theme of the poem relates to the main characters personality. Divide students into groups to answer the following questions:
 - (a) What do the things outside the door represent?
 - (b) What does the closed door represent?
 - (c) What do the last three lines mean?
 - (d) From what you know of Kit's personality, how does the poem relate to her?
5. Have students select a passage from the novel in which they think the author has done a particularly good job with description. Have them write a paragraph explaining why it is effective. Instruct them to cite examples from the text to support their opinions.
6. Divide students into groups. Have them examine the changes that takes place in Kit Tyler as she grows to maturity during one year in Wethersfield. Ask a person from each group to make a report to the class.
7. Discuss Kit's relationship with Uncle Matthew throughout the novel. Have students list examples which illustrate the relationship in their notebooks.

8. Have students construct a comparison/contrast list which juxtaposes Hannah's religious beliefs with those of the Puritan townsfolk.

Ways Beyond the Literature

1. Assign the following essay in the CAP Report of Information mode:

Writing Situation

After reading The Witch of Blackbird Pond, you have learned some interesting facts about witches and witchcraft in colonial America.

Writing Directions

Write a report using incidents from the book to explain common beliefs about witches in 17th century America.

2. Assign the following essay in the CAP Evaluation mode:

Writing Situation

In most novels, there are characters you either like or dislike. These characters usually evoke strong positive or negative personal feelings.

Writing Directions

Write an essay in which you identify a character from the novel you either like or dislike. Describe the character completely and explain the reasons for your preference.

3. Assign the following essay in the CAP Autobiographical Incident mode:

Writing Situation

In The Witch of Blackbird Pond, Kit encountered a number of obstacles which caused her great concern and suffering. She ultimately rose above these obstacles to regain her pride and reputation.

Writing Directions

Write about an experience you have had that was similar to Kit's. It may have been a time you stood up for something you believed in, or perhaps, a time when you were unfairly accused of something. Include enough detail to make the incident vivid and understandable to your reader.

4. Have students work with a social science class to recreate the Salem Witch Trials. Have all the students take a part in the dramatization.
5. Divide students into groups to construct an illustrated time line of the events in the novel.
6. Have students draw a series of cartoons for the main events of the story. Have them include dialogue in balloons.

7. Divide students into two groups to conduct a 17th century style courtroom debate on the issue of bigotry.
8. Have students write and illustrate a poem or prose description of the meadow and the feelings Kit has when she goes there.
9. Divide students into groups of three. Have each group write a charter that could be used to govern the class. Have them include laws their classmates are to obey as well as the rights and privileges they will have as citizens in the class. Ask them to divide the charter into three parts so that each group member will have an opportunity to speak to the class about a part of the charter.
10. Have students build or draw a replica of the Dolphin.



Unit II

6 weeks

Conformity and the Power of Love

A Wrinkle in Time

Rationale

To a typical adolescent, the concept of conforming to ideas, dress, and conduct is commonplace. A Wrinkle in Time reveals a society in which uniformity in all areas of life is mandated by an evil force. Camazotz is a city ridden with suspicion and paranoia. Written in the science fiction genre, A Wrinkle in Time attempts to emphasize the adverse effects of living in a controlled society while focusing on the theme of the power of love against an evil force.

Focus and Goals

1. To explore the advantages and disadvantages of conformity.
2. To examine the concept of good versus evil.
3. To read a science fiction book dealing with traditional values and loyalty.
4. To develop a respect for the power of love and the risks one will take to protect those they love.

Ways Into the Literature

1. Discuss the film Back to the Future with the students. Have them predict the possible effects of time and space travel in their lifetime.
2. Discuss the concept of "conformity." Divide students into groups and have them list the positive and negative effects of conformity.
3. Read excerpts from a science fiction book which describe another planet's society, environment, people, etc. Have the students brainstorm characteristics for life on another planet.
4. Have students read the play The Wave from Voice Magazine as readers' theater.

4. Divide students into groups and have them cooperatively write the following composition in the CAP Speculation about Effects mode:

Writing Situation

You and your group travel to another place and time. You step out of your time machine and see a strange new world. In this society children are not forced to go to school, everyone always tells the truth, and everyone has the same strength, skills, and mental ability.

Writing Directions

Write a composition for the people back home describing the environment, society, people, etc. Make sure you describe how the conditions listed in the Writing Situation affect the society.

Journal Entries

1. What things cause a person your age to feel inferior to others?
2. What things about himself or herself can a person change, and what things does a person have to accept?
3. Have you ever felt you were in a place you didn't belong? Describe the situation.
4. Do you love someone you would like to change? If you did change them, would they be the same person?
5. Write about a time you felt pressure to conform to what a group wanted you to do.
6. Write about a time in the past you would like to visit.
7. What will schools be like in the future? Describe a future school.
8. Write about a time you told the truth when you didn't want to.
9. Imagine another place in the universe where human life could exist. Describe what it would be like.
10. Write about a time you felt rebellious and did not want to conform to what others wanted you to do.

Ways Through the Literature

1. Have students choose a character and keep a journal entry for what happens to that character in each chapter.
2. After reading the passage about Meg's trip to the principal, have students pretend they are Meg and write a journal entry about the experience.

3. Discuss Calvin with the class. Ask them to discuss whether they would want him as a friend.
4. Have students write a fictional journal entry about their first "tessering" experience.
5. Assign the following essay in the CAP Speculations about Effects style:

Writing Situation

A Wrinkle in Time deals with a society in which all citizens conform to strict ideas, rules, and behaviors. Imagine what would be the effect on our society if there were total conformity in all aspects of daily life.

Writing Directions

Write an essay stating how our society would be if everyone were the same. Examine the effects carefully to show you understand both the advantages and disadvantages of living in that manner.

5. Assign the following composition in the CAP Story mode:

Writing Situation

In the novel we are reading, the main characters embark on an adventure to rescue Meg's imprisoned father. As in the case of many stories, this one ends happily, although the characters face many obstacles and challenges in the course of their mission.

Writing Directions

Create your own science fiction story. Develop the plot through the use of action and dialogue. Transport your characters to a new and unusual setting, then include the obstacles encountered to hinder their mission. Be sure to include the description of the characters and their setting.

6. Ask students to draw a picture of a man with red eyes and write a four line poem to accompany it.
11. Ask students who are the IT's in their lives.

Ways Beyond the Literature

1. Have students design the front page of a newspaper to report the events of the novel. Have them include the title, a main article about the most exciting part of the book, a picture with a caption, and an obituary column.
2. Have students design a book cover or game board based on the events of the book.
3. Have students draw a picture of Camazotz based on the description in the book.
4. Divide the students into groups to research the subject of time travel and report orally to the class.

Eighth Grade

5. Have students compose a list of events that occur in the novel but could not happen in real life.
6. Have students write a letter from one character to another.
7. Divide students into groups to answer the following questions about the characters:
 - (a) Who was your favorite "Mrs." character?
 - (b) Was Aunt Beast a good character or a bad character? Why?
 - (c) Of all the characters in the story, which would you enjoy talking to most? Why?
8. Discuss with the students whether they think this story could occur sometime in the future.
9. Discuss the ending of the novel with the students. Take a poll to see if they thought the ending was satisfactory.
10. Discuss the theme of the book with the students. Ask them what they think the author is trying to say about life.
11. Read The Big Orange Splot by Daniel Manus Pinkwater to the class.
 - (a) Have students draw a picture of their unique dream house, one that represents their uniqueness.
 - (b) Assign the following essay in the CAP Evaluation mode:

Writing Situation
With your class, you have read The Big Orange Splot. In addition, you have brainstormed about your own individual dreams and the ways in which you are different from others.

Writing Directions
Write an essay in which you evaluate the meaning of the following statement:
"My house is where I like to be, and it looks like all my dreams."
Be sure your evaluation is written in logical sequence and includes a conclusion which summarizes your main points.
12. Have students read the sequels to A Wrinkle in Time: A Wind in the Door or A Swiftly Tilting Planet.

Unit III

8 weeks

We're All In This Together

The Outsiders

Rationale

Adolescents face many problems in the process of growing up in our society. The Outsiders was chosen because it speaks realistically about many of the universal problems adolescents encounter: relationships with friends, sensitivity beneath protective facades, and seeking to find themselves and their role in society.

Focus and Goals

1. To recognize commonalities among people regardless of social status.
2. To understand that conflict often arises from misunderstanding of attitudes.
3. To be able to make thoughtful judgments concerning moral issues.
4. To read and enjoy a novel with which most adolescents can identify.

Ways Into the Literature

1. Have students listen to the short story "Hoods I Have Known" by Sondra Spatt and discuss its theme.
2. Discuss with students who are the outsiders in the school, the community, and in society.
3. Discuss "cliques" with the students and ask them why people join cliques.
4. Divide the students into groups to read the following poem and write an interpretation of it:

Nothing Gold Can Stay
Robert Frost

Nature's first green is gold,
Her hardest hue to hold.
Her first leaf's a flower,
But only so an hour.
Then leaf subsides to leaf.
So Eden sank to grief.
So dawn goes down to day.
Nothing gold can stay.

Journal Entries

1. In what ways are adults important in your personal life?
2. Describe a person whom you respect and tell why you respect that person.
3. Write about a significant person who has had a positive influence on your life.
4. What major decisions will you have to make in the next ten years?
5. Who are your heroes? What actions or qualities make them heroic?
6. How might the death of a good friend cause a good person to become bitter?
How might tragedies cause a good person to become worse?
7. Imagine or tell what it would be like to be the youngest child in a family. What are advantages and disadvantages?
8. Would you rather hear Ponyboy or S.E. Hinton tell the story of The Outsiders to the class? Why?
9. How can stereotyping a person be harmful and dangerous?
10. Which of these groups would be most likely to win a battle; a highly organized, disciplined group who don't really care about each other or a casually organized group who really care about each other?
11. Is it ever a good idea to run away from your problems? Under what circumstances do you think it is necessary, if any?
12. How does the absence of authority in a young person's life influence his future successes or failures?

Ways Through the Literature

1. Have students keep a chronolog in which they record the events of the day's reading. Have them also include the following:
 - (a) Compose a comparison/contrast list for the Greasers and the Socs.
 - (b) What evidence is there of a conflict between Ponyboy and Darry?
 - (c) Why does Darry keep such tight reign on Ponyboy? Cite examples to support your reasons.
 - (d) Explain why Cherry and Ponyboy are able to talk openly to each other.
 - (e) Why is Pony upset about bleaching his hair?
 - (f) What is the irony of Johnny and Ponyboy's involvement in murder?
 - (g) Johnny informs Dallas and Ponyboy that he and Ponyboy are turning themselves in. State Johnny's reasons for his decisions.
 - (h) Ponyboy admits he doesn't like to fight, yet he decides to fight in the rumble. Explain the paradox of this decision.
2. Have students explain how the title of the book relates to the major theme.
3. After reading Chapter 6, have students imagine they are reporters covering the events that take place in the burning church and write a straight news story about the incident. Have them include the who, what, when, where, and why and how of the incident.
4. Assign the following essay in the CAP Problem Solution mode:

Writing Situation

Problems within cities tend to negatively impact adolescents. To meet their personal and social needs, many young people join gangs. Feeling excluded from the system, these gangs often fight the system and each other.

Writing Directions

Pretend you are a student in a high school where gangs are threatening the security of students and staff. Write an essay in which you propose possible solutions which would ensure the security of the students and staff without merely expelling the gang members.

5. Assign the following essay in the CAP Observational Writing mode:

Writing Situation

The Outsiders focuses on a group of misfits who feel fragmented from society. They are viewed as isolated, unwanted juveniles. Most schools seem to have their outsiders, the people who either choose to be or who are placed outside the group.

Writing Directions

Write an essay about an outsider you know or have known. Discuss the things he or she did to separate himself or herself from others. Write about what others did to exclude him or her. Describe how the "outsider" looked, what he or she did, and the effect he or she had on others.

Ways Beyond the Literature

1. Return students interpretations of "Nothing Gold Can Stay." Ask the students to reread the poem and rewrite their interpretation making any changes they would like to make.
2. Divide students into groups to draw a chronological mural of the main events of the novel. Have them write a one sentence caption under each picture.
3. Play the song "The Man in the Mirror" by Michael Jackson. Have the students write a paraphrase, tell how it relates to the book, and how it could apply to their lives.
4. Have students write an epitaph for Johnny, Dallas, or Bob.
5. Have students compose a poem which reflects Johnny's philosophy of life.
6. Show the film The Outsiders and have students compare and contrast the book with the movie.
7. Divide students into groups to construct a Venn diagram which shows the characteristics of the gangs.
8. Divide students into groups to organize a class panel discussion of who was responsible for the deaths.
9. Have students write an epilogue to the book in which they tell what happened to the characters five years later.
10. Divide students into groups to role play a favorite scene from the novel for the class.
11. Have students pretend they are police officers interviewing Johnny or Ponyboy following their surrender, and have them write the interview in dialogue form.
12. Assign the following composition in the CAP Report of Information mode:

Writing Situation

Articles about gangs and gang warfare are often featured in newspapers.

Writing Directions

Research and write a report on gang warfare. Choose newspaper or magazine articles to aid you in your research. Organize your report so that it is written with detail and in a logical manner.

13. Show the films West Side Story and Romeo and Juliet to the class.
14. Have the students read Romeo and Juliet and Shane.

Unit IV

5 weeks

Freedom and the Worth of a Person

The Slave Dancer

Rationale

The slave trade changed the course of American history forever. The Slave Dancer was selected as an important vehicle for developing moral and social opinions about slavery. Its graphic account of a young boy's kidnapping and gruelling months playing fife aboard a slave ship provides engrossing reading for adolescents.

Focus and Goals

1. To expose students to the hardships and suffering endured during the 19th century slave trade.
2. To understand the geography of the slave trade and its effect on American history.
3. To read a novel in the first person point of view.
4. To examine personal emotions about slavery and its effect on the human condition.

Ways Into the Literature

1. Have students use an atlas to trace a map that includes the United States, Africa, Cuba, and the Atlantic Ocean. Ask students to mark on their map the following places: New Orleans, Louisiana, The Bight of Benin, Cuba, and the state of Mississippi.
2. Have students brainstorm about the title of the book. Ask them to synthesize a prediction about the novel.
3. Describe conditions on a typical slave ship. Ask students to consider what the slaves' physical and mental needs would be under slave ship conditions. Have them list problems that would exist if the needs were not met. Ask students what kind of people would be willing to work on a slave ship and how they might be affected by what they experienced. Ask what they think the attitude of the crew toward the slaves would be.
4. Discuss point of view with the students.

Ways Through the Literature

1. Have students interview someone in their family who can tell them how he, she, or any family ancestors first came to this country. If no one in the family has that information, have students ask a friend or neighbor to tell them about another family's immigration.
2. Have students write a dialogue between Jessie and Ras in which Jessie questions Ras about what happened when they saw Jessie lowered into the hold.
3. Discuss various forms of conflict (person against person, person against nature, person against self, person against society) with the students. Divide the students into groups to discover conflicts in the novel and to decide what type they are. Have students report orally to the class.
4. Assign the following composition in the CAP Problem Solution mode:

Writing Situation

Imagine you are Jessie. You have returned home and are living in the North with your mother. Because you cannot escape the memory of Ras and the other slaves, you want to do something about the illegal slave trade.

Writing Directions

Write a letter to your congressman or senator protesting the slave trade and proposing possible solutions. Try to convince your reader to accept your views.

5. Have students analyze the first person point of view. Have them write paragraphs explaining how it differs from other points of view and why they enjoy or do not enjoy it.
6. Assign the following essay in the CAP Evaluation mode:

Writing Situation

Slavery existed until Abraham Lincoln signed the Emancipation Proclamation during the Civil War. This new freedom resulted in profound changes within the nation.

Writing Directions

Write an essay in which you explain how history would have been changed if slavery had not been abolished. Include slavery's effect on both individual rights and the privileges of person in society.

Journal Entries

1. If you were forced to work on a slave ship, what would concern you most?
2. Why do you think the African-American slaves helped Jessie?
3. What would have happened to Jessie if he had not brought the fife out of the hold?
4. What events from the story surprised you? Did any events shock you?
5. What did you learn from reading this book?

7. Assign the following essay in the CAP Evaluation mode:

Writing Situation

The slavery issue caused unresolvable conflicts between citizens in the North and South which resulted in war in the mid 19th century. As a concerned citizen living during those times, you are deeply affected by slavery.

Writing Directions

Write an open letter for publication in a newspaper. Discuss the slavery issue and propose solutions which would assist the slaves to achieve freedom without resorting to war.

Ways Beyond the Literature

1. Ask students to pretend they are navigators for *The Moonlight*. Have them write a five day log in which they record the weather, any operational problems, and notes concerning food supply and other vital information. They may select any five day period from the novel.
2. Have students design a wanted poster for the ship. The poster should include the map done in INTO #1 and the identity of the ship.
3. Have students draw a colorful, accurate map which traces the route of the Moonlight from the time it leaves New Orleans to the time it returns to the United States.
4. Divide the students into groups to research the underground railroad and present a report to the class.
5. Have students rewrite one of the chapters from another character's point of view.
6. Show the film Harriet Tubman and the Underground Railroad.
7. Assign the following essay in the CAP Evaluation mode:

Writing Situation

Each of the quotations listed below had important meaning in the novel The Slave Dancer:

"The end justifies the means."

"Obedience is the better part of valor."

"You have no idea how much you can get used to."

Writing Directions

Write an evaluation of each of these quotations. Include details from the novel. Be sure to include whether or not you agree with what you believe to be their meaning.

Unit V

2 weeks

Different But Equal

"I Have a Dream"

"Barrio Boy"

"Graduation"

Rationale

Overcoming social injustice and assimilating into a new culture are the themes of Martin Luther King's "I Have a Dream" speech, Ernesto Galarza's "Barrio Boy," and Maya Angelou's "Graduation." These three works present different perspectives in a thoughtful and provocative manner.

Focus and Goals

1. To develop an awareness of cultural diversity.
2. To appreciate the personal struggles one must overcome to gain social acceptance.
3. To encourage students to develop a social consciousness.
4. To read works by respected civil rights leaders.

Ways Into the Literature

1. Have students list things they would like to see happen in their lives and in the life of the nation in the next ten years.
2. Define the word "barrio" and discuss life in a barrio. Ask students how life in a barrio differs from life in a community where there are no immigrants.
3. Assign the following composition in the CAP Speculation about Effects mode:

Writing Situation

The United States is known as the "Melting Pot of the World." It is comprised of races and nationalities who have brought with them their own unique cultures and traditions.

Writing Directions

What would be the effect on the nation if its population were comprised solely of one race or culture? How would it affect our schools, communities, and states. How would these effects impact our society? Be sure to consider both positive and negative effects that might result.

Ways Through the Literature

"I Have a Dream"

1. Discuss why King calls for action 100 years after the Emancipation Proclamation. Ask if students think his dream is for African-Americans only.
2. Assign the following composition in the CAP Speculation about Effects:

Writing Situation

Martin Luther King, Jr. was extremely important to the Civil Rights Movement. His speeches rallied the people to continue the struggle for equal rights.

Writing Directions

Write an essay in which you discuss how the civil rights movement might have taken direction if Martin Luther King had not been assassinated

"Barrio Boy" (excerpt from the biography Barrio Boy)

1. Divide students into groups to answer the following questions:
 - (a) What American customs did Dona Henriqueta find agreeable and which did she find disagreeable?
 - (b) How did the teachers make it possible for students to maintain pride in their native cultures?
 - (c) Assume Galarza applied for U.S. Citizenship and you had the power of granting or rejecting his application. Based on observations from the story, what decision would you make?
 - (d) How would you make a foreign student feel more at home in our school?
 - (e) What is meant by the statement that Lincoln School was "not so much a melting pot as a griddle"?
2. Assign the following Biographical Sketch in the CAP style:

Writing Situation

You have read the excerpt from "Barrio Boy" and now have an understanding of the difficulties which exist while trying to adjust to a new culture.

Writing Directions

Interview a family member or a member of the community. Write about that person and the difficulties of being caught between two cultures.

"Graduation" (excerpt from I Know Why the Caged Bird Sings)

1. Discuss with students Maya's character. Ask if the students think they would have liked her and wanted her for a friend. Ask them what part of her speech they liked the best.
2. Have students write a speech in which they reveal their feeling about education and their goals for the future.

Ways Beyond the Literature

1. Have students read Barrio Boy or I Know Why the Caged Bird Sings in its entirety.
2. Have students write an essay entitled "I Have a Dream."
3. Assign the following composition in the CAP Report of Information mode:

Writing Situation

After reading these selected works, you have learned about the hardships endured in the process of assimilating into a new or prejudiced culture.

Writing Directions

Research the immigration of other groups such as Jews, Irish, Chinese, or Armenians. Compare and contrast their experiences with those of Ernesto's family in the barrio.

4. Assign the following composition in the CAP Problem Solution mode:

Writing Situation

Imagine you are a teacher who is told you will have to teach students who do not speak your language. What are the problems you will face?

Writing Directions

Write an essay about the problems you are facing as a teacher of students who do not speak your language. Begin by listing the problems, then consider possible solutions to these problems. What materials and methods might you use with the students? Try to convince the reader that these methods will be helpful to the students.



Unit VI

3 weeks

Choices Under Pressure

"The Lottery"

"Diary of a Madman"

"A & P"

"The Necklace"

Rationale

Society sometimes places seemingly insurmountable demands on its people: demands to be successful, accomplished, or merely accepted. The selected short stories, "The Lottery" by Shirley Jackson, "Diary of a Madman" by Nikolai Gogol, John Updike's "A & P," and Guy de Maupassant's "The Necklace," address the effects of trying to cope with these demands and the possible consequences of inappropriate decision-making.

Focus and Goals

1. To read classic short stories written in different points of view.
2. To experience the reality of pressures and its effect on some people.
3. To be exposed to a diverse collection of short stories that run the gamut of experience, mood, and style.

Ways Into the Literature

1. Divide the students into groups. Have each group compose a list of ways today's fast-paced society places pressure on people. Have them also produce a comparison/contrast chart which relates today's society with the society when their parents were children. Have each group make an oral presentation to the class.
2. Divide students into groups. Ask them to create and perform a role play about a choice that adolescents face today. Have class discussion after each group's performance.

Ways Through the Literature

"A & P"

1. Ask students to write a theme statement for the story.
2. Assign the following composition in the CAP Autobiographical Incident style:

Writing Situation

At one time or another we have all been in a situation where we had to make a quick decision. Think back to a time you made a hasty decision.

Writing Directions

Write about a situation in which you had to make an important decision quickly. What were the consequences? Be sure to make your reader understand why this event was important to you.

"The Lottery"

1. Divide students into groups to answer the following questions about the story:
 - (a) What was the first hint that the lottery was a horrible thing?
 - (b) The lottery is described as a "civic activity," much as teenage dances and recreational activities are described. Do you agree the lottery should be described in this way? Why or why not?
 - (c) What comment about our society is the author trying to make?

"The Necklace"

1. Ask students if they have ever borrowed something valuable from a good friend only to lose it. Ask them how they felt and what they did about it?
2. Have students write about how Madame Loisel's character changes as a result of the hardships she endures. Ask them to include their opinion on whether her values change as well.
3. Assign the following essay in the CAP Evaluation writing mode:

Writing Situation

In today's advertising, we often hear, "You owe it to yourself," as an argument for making an expensive purchase.

Writing Directions

Write your impression of that statement. Is it always necessary to justify an expensive purchase, or is it sometimes acceptable to "splurge"? Be sure to list the pros and cons of such purchases and to include reasons to support your ideas.

"Diary of a Madman"

1. Divide the students into groups to answer the following questions about the story:
 - (a) At what point in the diary did you sense the writer was going mad? How did you know?
 - (b) What was the author's purpose in including the entries supposedly written by a dog?
 - (c) From reading the diary entries, what do you think may have caused the writer's mental breakdown?
 - (d) Using details from the story, describe the conditions of mental hospitals during that time. How were the patients treated?

Ways Beyond the Literature

1. Assign the following composition in the CAP Story mode:

Writing Situation

In the story "The Necklace," the Loisel's toil for years in an effort to buy a replacement for the expensive necklace that was lost. Ironically, they find out at the end of the story that the necklace was only paste.

Writing Directions

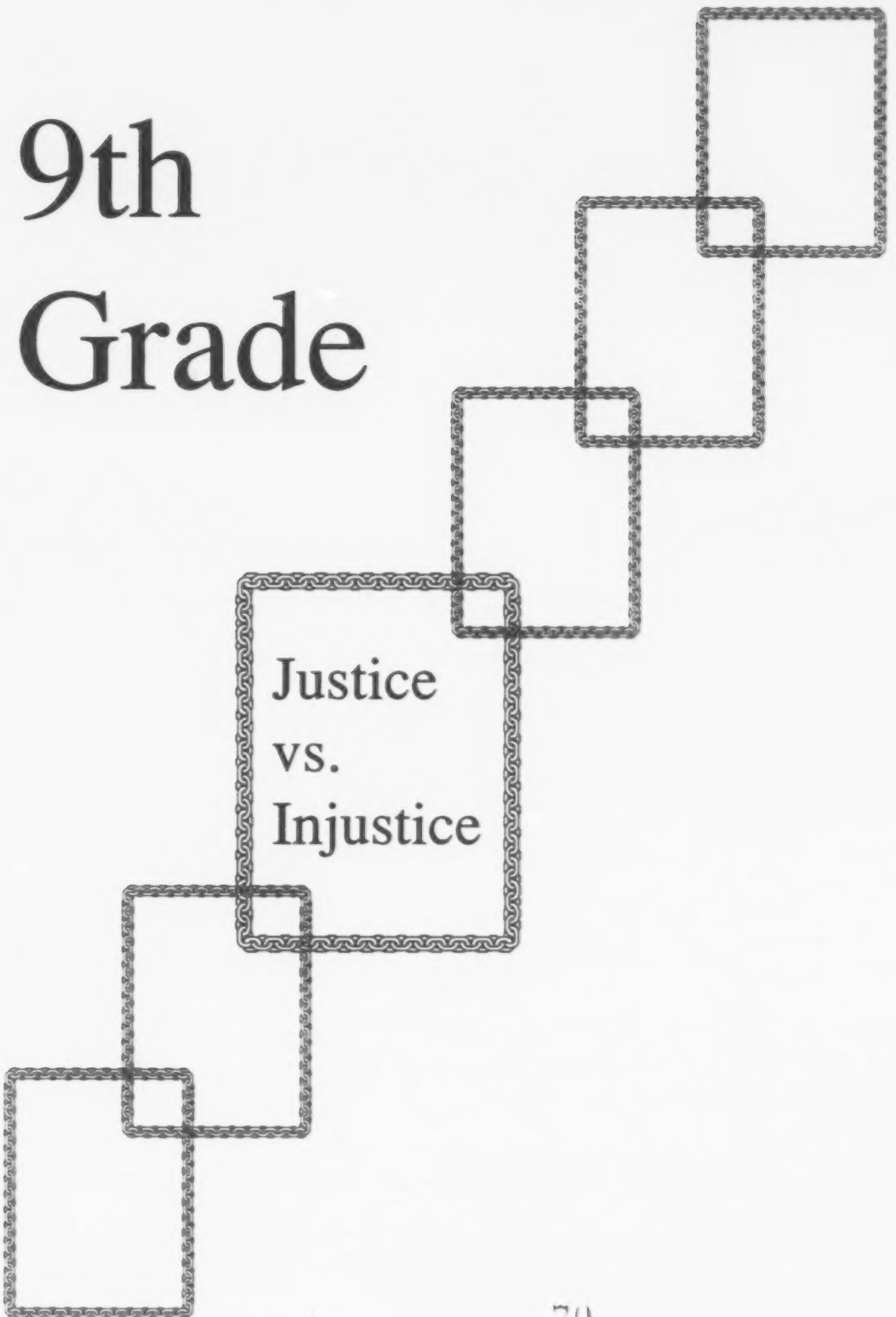
Write a sequel to the necklace. Explain how Madame Loisel reacts to the discovery that the necklace is only paste. How does this affect the lives of Madame Loisel and her husband? Use third person point of view and include dialogue to enliven the story.

2. Have students read other works by these authors and compare and contrast the themes.
3. Have students role play a favorite scene (or the entire short story) from one of the works in this unit.
4. Have students write about what they would have done if they were in a situation similar to the characters in the stories.
5. Divide the students into groups and have them rewrite one of the stories from a different character's point of view.

The Writing Process

1. *Prewriting - discovering ideas*
2. *Writing - shaping thoughts with words*
3. *Responding - sharing with friends*
4. *Revising - improving content*
5. *Editing - correcting grammar & mechanics*
6. *Sharpening - rewriting and rewriting*
7. *Evaluating - sharing with the world*
8. *Postwriting - reflecting on what was
learned*

9th Grade



Justice
vs.
Injustice

Freshmen

Introduction

Justice versus Injustice

Freshmen English helps students make the transition between junior high and high school. The first unit on The Call of the Wild focuses on the way Buck had to adapt to new situations to survive. Students learn the study skills and personal motivation they will need to be successful in high school.

The overall theme of Justice versus Injustice enables freshmen to express their feelings of being treated unfairly in life and relate those feelings to others in history and in modern society who have experienced injustice. Topics covered include types of injustice such as physical abuse, racial prejudice, political injustice, and emotional abuse, and the origins of injustice.

Writing assignments build on the CAP styles learned in junior high. The junior high modes of Autobiographical Incident and Report of Information are expanded to include high school criteria.



"Look In thy heart and write." Sir Phillip Sidney

Unit I

3 weeks

Survival:
The Struggle Against Personal Injustice
The Call of the Wild

Rationale

The Call of the Wild graphically illustrates the qualities and skills needed to survive in a world of struggle and injustice. Incoming freshmen strengthen their own abilities and determination to succeed in high school by identifying with Buck as he learns to adapt to discipline and then emerges free and independent into his own new world.

Focus and Goals

1. To understand the strength, intelligence, and adaptability needed to survive and to succeed in high school and in life.
2. To discuss injustice.
3. To analyze the qualities a person needs to be a leader.
4. To understand the importance of education to success.
5. To apply what is learned about survival and success to realistic goals for the freshman year in particular and high school in general.
6. To consider the notion of survival of the fittest.

Ways Into the Literature

1. Have students write a paper in which they compare themselves as they are in ninth grade and as they were in sixth or seventh grade.
2. Divide the class into small groups. Ask them to define the word "justice" and give examples of both justice and injustice.
3. Assign the students the following essay:

Write an essay for your teacher in which you tell what you think you will be like when you graduate from high school. What will you look like and what will you wear? What abilities will you have? What will you have accomplished and what grades will you have earned? What possessions will you have acquired? What will you do after graduation?

4. Use maps to show the setting of the novel. Show pictures of Alaska, the Yukon, and the gold rush.
5. Read the poem, "The Cremation of Sam McGee," and discuss the life style of the miners and frontiersmen. Discuss their attitudes toward life and death.

6. Assign the following Autobiographical Incident Essay:

Writing Situation

In life we are often not free to do what we want and to be where we want. Our freedom is restricted in many ways for many reasons. Think of a time when you were forced to be somewhere you did not want to be.

Writing Directions

Write an essay for your teacher which tells of an incident when you were forced to be somewhere you did not want to be. Tell what happened, when it happened, who was involved, and where you were. Be sure to write so that your readers know how you felt and what you thought and did in response to the restriction.

7. Take students to the library for a research assignment that will introduce students to the library and will reveal Jack London's struggle for success. Have them use at least three reference sources to discover how London spent his childhood and adolescence, how he became a writer, and how successful he became.

Ways Through the Literature

1. Have the students brainstorm words that come to mind when they hear the word "anger." Relate these words to Buck's experience. Talk about levels of anger and how people handle anger in different ways.
2. Use maps to show the setting of the novel and to trace Buck's travels through the Yukon.
3. Divide the students into small groups. Have each group select three household items they would want with them if they were lost in the wilderness. Have each group report orally to the class and explain why they selected the items. Have the groups write a short story about surviving in the wilderness with the three items that they selected.
4. Discuss transportation methods in the gold rush days.
5. Group the students and ask each group to illustrate a scene from the novel. Have a reporter from the group show and explain the picture to the class.
6. Have the students find incidents from the story that illustrate Buck's leadership qualities. Ask them to write an essay which explains what makes a good leader.
7. Ask students to write a paper describing what kind of a person Buck would be if he were not a dog. Have them describe his physical looks and his personality.
8. Ask students to pretend they have gone to the Yukon to find gold. Have them write a letter to a friend back home. The letter will be carried by the Scotch half-breed and Buck. The letter should describe life in the Yukon and transportation by dog sled.

9. Duplicate small maps of the Yukon and distribute them to the students. Have them locate place names and trace Buck's travels on the maps.

Ways Beyond the Literature

1. Have students write an alternative ending for the novel. Ask them to consider what Buck would have done if Thornton had not died.
2. Assign students the following composition:

Writing Situation

Animals often exhibit qualities and behavior we as people admire and respect. For instance, American Indians conducted special rituals to impart the spirit of certain animals into their own lives.

Writing Directions

Select an animal you admire or respect. Write an essay explaining what qualities you admire in the animal and why you admire those qualities.

3. Divide the students into groups to discuss and to report on Buck's self-discipline. Ask them to consider what taught him self-discipline and the role it played in both his survival and his leadership. Have them apply their answers to their own lives and explain in what ways self-discipline can help them as students.
4. Divide the students into groups to discuss and to report on the role love played in Buck's life. Have them work on the following questions:
 - (a) Who does Buck love and why?
 - (b) Does love strengthen or weaken Buck?
 - (c) Why do we love others?
 - (d) What role should love play in our life?
 - (e) What is the relationship between love and survival of the fittest?

Unit II

7 weeks

Social Injustice versus Freedom and Success

The Autobiography of Miss Jane Pittman

Rationale

The Autobiography of Miss Jane Pittman recapitulates African-American history through the eyes of a woman who lived through it from slavery to desegregation. The novel illustrates the importance of education and of community in maintaining freedom and creating a climate for personal success.

Focus and Goals

1. To understand the struggle of African-Americans for freedom and success in America.
2. To understand the importance of education to freedom and success.
3. To examine how social injustice and prejudice inhibit personal freedom and success.

Ways Into the Literature

1. Conduct library orientation for freshmen and provide background information for the novel with the following assignment:

Choose one of the following topics and do a three page research paper, and prepare an oral report to present to the class. You must have your topic approved; only one person can do each report.

- the slave trade
- the Abolitionist movement
- Reconstruction
- the first African-American legislators
- Ku Klux Klan
- sharecropping
- W. E. B. DuBois
- Mary Church Terrell
- National Association for the Advancement of Colored People
- Paul Laurence Dunbar
- the Underground Railroad
- Frederick Douglass
- Booker T. Washington
- Mary McLeod Bethune
- Nat Turner
- Harriet Tubman
- Sojourner Truth
- Joe Louis
- Jackie Robinson

- James Baldwin
 - Harlem
 - Jazz
 - Lorraine Hansbury
 - Ralph Ellison
 - Martin Luther King, Jr.
 - George Washington Carver
 - Bill Cosby
 - Gwendolyn Brooks
 - Richard Wright
 - Barbara Jordan
2. Have students start a time line of African-American history. Begin with background information on the arrival of the first African-Americans in America and add to it as the novel progresses.
 3. Discuss the point of view of the novel and the narrative technique Gaines uses.
 4. Compare the anti-apartheid movement in South Africa today with the circumstances of African-Americans in the United States historically and today.
 5. Show some of Matthew Brady's photographs of the Civil War.

Ways Through the Literature

1. Create a bulletin board with a map of Louisiana.
2. Have students read their research reports at appropriate times during the reading of the novel.
3. Have students keep a diary of their reading which contains summaries of their daily reading assignments and responses to the reading.
4. Have students keep a list of the good and bad things that happen to Jane. Ask them to share their list with a partner.
5. Assign students Langston Hughes' poem, "Wings." Ask them to write a one page response to the poem.
6. Have students write a one page paper which summarizes Ned's pathway to success.

Ways Beyond the Literature

1. Ask students to write a two page paper in which they pretend to be Jane and describe the problems they face as a young slave. Ask them to include their outlook on life and their attitude toward themselves and others.
2. Discuss the role of education in the book. Ask students to write a one page explanation of the importance of education to personal freedom and success.
3. Divide the students into small groups to discuss the levels of prejudice Jane encounters. Ask them to find examples of the various levels in the novel. Ask them to also consider how Jane handles conflict and prejudice and to draw some conclusions about the best ways to handle prejudice. Each group makes an oral presentation to the class.
4. Ask the students to pretend that they have lived to be a hundred years old and write a paper about the changes that have happened in the world.
5. Divide the students into small groups to compare and contrast Jane's struggle for survival to Buck's struggle in The Call of the Wild.
6. Assign the following Autobiographical Incident Essay:

Writing Situation

There are many kinds of prejudice. Some are more serious than others. Some of us have been the victims of serious racial or religious prejudice. Adolescents themselves are often discriminated against because of their age. Even if we have not experienced serious prejudice, from minor experiences of prejudice we can project what it would be like to be inhibited from living freely.

Writing Directions

Write about a time when you experienced prejudice. Tell the story of what happened. Use descriptive language and dialogue to make your story realistic. Be sure to tell how you felt about yourself and about those people prejudiced against you.

7. Show videotape of the film The Autobiography of Miss Jane Pittman.

Unit III

8 weeks

Social Injustice
To Kill a Mockingbird**Rationale**

To Kill a Mockingbird by Harper Lee examines prejudice from another viewpoint. The Autobiography of Miss Jane Pittman pictures the historical sweep of racial prejudice through a series of vignettes. To Kill A Mockingbird focuses on one brief time period and develops in detail the motivations and characters of one event. To Kill a Mockingbird views racial prejudice from a white southern perspective. Taught after Miss Jane Pittman, students understand the injustice operating in the structure of society. The description of the African-American experience in Jane Pittman complements what is shown in Mockingbird. Students are led to explore the social injustice in their own society and in their personal attitudes toward others.

Focus and Goals

1. To understand the many types of prejudice that influence society and affect the lives of individuals.
2. To explore the social injustice that occurs in the life of the school and the local community.
3. To learn to appreciate the uniqueness and importance of each individual.
4. To learn the power and limitations of law within democratic society.

Ways Into the Literature

1. Refer students to the time line created during the study of Miss Jane Pittman. Compare the time period of 1935 in Macomb, Georgia, with the 1930's of Jane's life.
2. Have students brainstorm the harmful effects of racial prejudice. List the effects on the chalkboard and discuss.
3. Have the students create a certificate of appreciation for themselves which congratulates them for something they feel they do well which no one notices. Ask them to read their certificates to partners.
4. Introduce the concept of metaphor by asking students to choose a picture which represents an inner quality they think they have as a person. Have them look at the picture and write down the quality the picture suggests on the back of the picture. Redistribute to another student and ask the student to write down the name of a quality he or she sees. Repeat this process several times and then return the picture to the original student who selected the picture. Have the owners read the responses and write a paragraph about themselves based on what is written on the back of the picture. Relate the discovery of hidden qualities to the metaphor of the mockingbird used in the novel.

Ways Through the Literature

1. Assign each student a character in the novel. Ask them to keep a daily log of what they learn about the character. Include what the character looks like, how he or she behaves, what other people say about him or her, episodes involving the character, and conclusions about the character.
2. Assign the following composition in the CAP Autobiographical Incident writing style:

Writing Situation

Sometimes we are involved in situations which at the time cause embarrassment, sadness, or anger, but later we see them as humorous.

Writing Directions

Write an essay for your classmates about something that happened to you when you were first starting school that seems humorous now. Be sure to use descriptive words and to tell how you felt at the time of the incident.

3. Read Richard Vasque's short story, "From Chicago," to the class. Ask them to log instances of prejudice and instances of not being appreciated as they listen to the story. Discuss the instances and their harmful effects.
4. At the end of Part One of Mockingbird, have students work in groups to create a mural of their character. Students should illustrate important episodes which involve the character on which they have focused.

Ways Beyond the Literature

1. Establish student groups to do research and make oral reports on the discrepancy between laws for African-Americans and laws for whites in the South during the 1930's.
2. Assign an essay on "Prejudice- Its Effect on the Processes of Law and Society."

3. Discuss the following questions about the characters:
 - a. Atticus is part of the community which persecutes Boo Radley and Tom Robinson, yet he is the spokesman for moral philosophy. Could he have done more to help and protect the persecuted members of the community?
 - b. Tom Robinson is quiet, considerate, and goes out of his way to help the poor white girl, Mayella. Why can't he be allowed to feel sorry for her?
 - c. Calpurnia has the respect and admiration of Atticus and is also a strong member of the African-American community. She lives in two different worlds. How is Calpurnia able to bridge the gap? How does prejudice affect her?
4. Show the movie version of the novel. The movie leaves out many incidents which occur in the novel. Ask students which incidents they would have liked to see included and why.
5. Have the class read The Time Machine by H. G. Wells. Discuss class relationships and the major differences between the Morlocks and the Eloys.



Unit IV

2 weeks

Social Injustice: The Abuse of Political Power Animal Farm

Rationale

Animal Farm by George Orwell allows students to expand ideas about social injustice to include political power structures. The use of animals rather than humans helps the students universalize the ideas presented in the novel. Including a study of background material on the Russian Revolution provides the students with a paradigm they can parallel with other historical and contemporary situations.

Focus and Goals

1. To understand how people are exploited by political leaders.
2. To understand how propaganda is used to rationalize and legitimize the abuse of political power.
3. To study the use of allegory and satire in literature.
4. To explore ways students can help keep themselves and their nation free.
5. To appreciate the importance of education in preserving a free world.

Ways Into the Literature

1. Divide the class into groups of three to five students. Assign each group a period of Russian history between the beginning of the Bolshevik Revolution in 1917 and the end of World War II in 1945. Have the groups research their years and present an oral report to class.
2. Ask students to find examples of satire in newspapers and magazines. Mad Magazine, for instance, contains some obvious and heavy-handed satire. Students make oral presentations to the class.
3. Ask students to bring in examples of political cartoons. Ask them to present the cartoon to the class and to explain the political situation behind the cartoon.
4. Provide background on the life and beliefs of George Orwell.
5. Discuss the life of Napoleon. Have students assess his positive and negative leadership qualities.

Ways Through the Literature

1. Have students write a brief summary of each chapter. The summary should trace what happens to the pigs.
2. Divide the class into groups. Assign each a group of animals from Animal Farm. Have the groups discuss and report on the characteristics of their animal and create a symbol to represent the animals.
3. Discuss the way the pigs changed the original principles established by Old Major. Assign the following essay:

Writing Situation

Rules are made by others for us to follow. Usually we have little or no say in what rules are established for us. This often creates a feeling of frustration.

Writing Directions

Write an essay for your classmates about an incident when you objected to a rule. Tell how you felt and what you did. Did you obey the rule anyway? Did you break the rule? If you broke it, what were the consequences? If you obeyed it, what were the results?

4. Parallel the events of Animal Farm with the course of the Russian Revolution.
5. Have students construct a comparison chart between Napoleon and Stalin.
6. Discuss the effects of lack of education that are portrayed in the novel.
7. Have students keep a list of the ways the pigs abuse their power and take advantage of the other animals.



Ways Beyond the Literature

1. Divide the class into small groups. Have each group select one of the following topics, discuss it, and make oral presentations to the class.
 - a. Outline ways the pigs changed during the course of the story.
 - b. Define the meaning of animalism according to the pigs.
 - c. Explain and cite examples of how the animals feel about killing.
 - d. Explain the meaning and importance of the poem Minimus wrote to honor Napoleon.
2. Divide the class into groups. Have each group search for three examples of satire in the novel and prepare an oral report to the class.
3. Ask students to draw a comic strip depicting events and characters in Animal Farm. This could be a group project. Those with drawing ability could draw while the others develop captions and dialogue.
4. Have students write a persuasive letter to Napoleon and Squealer which seeks to convince them to abandon some aspect of their abuse of the animals.
5. Discuss the symbolism of light and dark which is used in the novel. Have students compare the events which occur in the daylight with events which occur at night.
6. Assign the following essay:

Write an essay for your peers which explains the value of education in maintaining a free nation. Use examples to support your assertions.
7. Have students write an essay using the topic sentence, "The importance of education and personal effort to learn is an important theme in The Call of the Wild, The Autobiography of Miss Jane Pittman, and Animal Farm."
8. Have students write a well-constructed paragraph which compares the character Napoleon and Joseph Stalin.

Unit VI

2 weeks

A Family's Struggle for Personal and Social Justice

A Raisin in the Sun

Rationale

The realistic style of A Raisin in the Sun, by Lorraine Hansberry, captures the students' interest and enthusiasm. They are easily caught up in the hopes of Mama, Beneatha, and Ruth, and they readily understand Walter's hunger for wealth and self-esteem.

Focus and Goals

1. To learn how each person has a dream in life.
2. To examine how the character Walter Lee struggles to become a man who is proud of himself.
3. To learn that it takes courage and strength to achieve personal freedom.

Ways Into the Literature

1. Read Langston Hughes' Poem, "What Happens to a Dream Deferred?" Discuss the meaning of the word "deferred" with the students and ask them if they have ever had to defer something that they wanted. Discuss the images presented in the poem.
2. Have students do the following "quick write:" If you were to go home tonight after school and find a check for \$10,000 had arrived in the mail, what would you do? Have the students read their answers to each other in read around groups.

Ways Through the Literature

1. Assign parts to students and read the play as readers' theater.
2. Have each student select a character to follow through the play. Ask them to keep a journal on their character and record their character's dreams and how the character responds when the dream is deferred.

Ways Beyond the Literature

1. Show the film version of the play and have students compare it with the play.
2. Assign the following Autobiographical Incident Essay:

Writing Situation

In A Raisin in the Sun, each of the characters has a dream that is in one way or another deferred.

Writing Directions

Write about one of your dreams that was deferred. How did you react? How did you feel? How did you handle your disappointment? Be sure to tell the story of a time when you had to put aside your dream.



Unit V

1 week

Injustice in the Family

The Effect of Gamma Rays on Man in the Moon Marigolds

Rationale

The Effect of Gamma Rays on Man in the Moon Marigolds by Paul Zindel is an excellent study of characters in a seemingly inescapable dysfunctional family relationship. Students learn that self-esteem is a major factor in building positive relationships. Yet, ironically, it is possible to flourish in a negative situation.

Focus and Goals

1. To study the effects of low self-esteem.
2. To understand why some people become brutally insensitive to others.
3. To learn about symbolism and how it creates deeper meaning.
4. To learn how children can survive and thrive in an atmosphere of pain.

Ways Into the Literature

1. Divide the students into pairs and have them list characteristics that make a positive relationship between two people. In class discussion, put lists on the board and lead students to decide which attributes would also pertain to positive family relationships.
2. Introduce students to the concept of the dysfunctional family. Have students make two lists to compare and contrast the "Happy Family" with the "Dysfunctional Family."
3. Lead a class discussion of "killer statements," statements that are intended to hurt. Show excerpts from the television show Married with Children to illustrate.
4. Assign the following Autobiographical Incident essay:

Writing Situation

Many people seem to find humor in "putting other people down." It might be a friend, a family member, the opposite sex, an ethnic group, or someone who doesn't fit in. All of us have experienced times when others have "put us down."

Writing Directions

Write an essay about a time when someone put you down. Write about what led up to the incident. Tell how you felt while it was happening and describe your body language. Explain how you handled the situation. Tell how the incident affected your self-esteem.

Ways Through the Literature

1. Let students volunteer for parts and read the play aloud.
2. Have students keep a log which lists the self-esteem indicators for each of the three characters.

Ways Beyond the Literature

1. Have students look up the meanings of their own names and share them with the class.
2. Discuss the importance of the names of literary characters. Show the irony of Beatrice and Ruth's names. Beatrice means "she who makes happy" and Ruth means "companion."
3. Discuss the symbolism in the title with the students.
4. Discuss the families in Raisin and Marigold with the students. Have them list ways they are similar and different and use their list to write a comparison/contrast paper.



Unit VII

5 weeks

Man's Inhumanity to Man - Origins of Injustice

Lord of the Flies

Rationale

Lord of the Flies by William Golding captures the imagination of the adolescent readers. It is a story which stimulates the awakening adolescent interest in the dark side of human nature. It questions whether people are basically good or basically evil. The early adolescent's encounter with people's capacity for evil is new and intense, yet fascinating. The novel serves as a caution against the influence of charismatic peers, peer groups, and gangs.

Focus and Goals

1. To examine how the author uses characters to symbolize passion, will, reason, and conscience.
2. To understand that intelligence and knowledge of the darkness in a person's heart make it possible to strengthen individual identity, personality, and responsibility.
3. To analyze civilization, a human creation, which restricts the primitive in people by bounding it with moral awareness.
4. To analyze the consequences of absolute permissiveness in human beings.
5. To learn how a story can function on many levels.

Ways Into the Literature

1. Prepare 35-40 jungle pictures for distribution to the class. Have each student select a picture and write a descriptive paragraph about the picture. Divide the class into Read Around Groups and have them select the best description and read it to the class.
2. Brainstorm with the class about survival. Ask the students what personal items they would choose to have handy in order to survive a plane crash in the wilderness.
3. Ask students to write about what their lives would be like if there were no adults around.
4. Provide background on William Golding.
5. Brainstorm with the class about the qualities of a good leader. Ask students to silently select someone from the room who they feel would be a good leader. Students should not reveal their choice. Have them write a paragraph about the reasons that person would make a good leader. Ask them to list qualities this person has and to explain which quality is most important.

6. Divide students into groups to do the following role play activity:

You have a friend who is extremely fat. You enjoy talking with this friend and you both like doing the same things. You and your friend are at a baseball game. There are four or five boys who begin to call your friend names. What do you do?

(NOTE: This role play should not be done if there is a student in the class who is overweight. A different reason for the name calling which would not be offensive may be substituted.)

7. Ask students to write to the following prompt:

Do you have a nickname? If so, what is it and how did it come about? Do you like it? If you don't have a nickname, think of one you wouldn't mind having and tell why you chose it.

8. Divide the class into four research groups to prepare a panel discussion on the following topics:

1. Atrocities of Nazi Germany under Hitler
2. Jim Jones and the suicide at Jonestown
3. Modern day gangs in Los Angeles
4. Satanic groups
5. Charles Manson's crimes.



Journal Entries

1. What observations have you made to help you believe that young children can revert to savagery?
2. If you were stranded on a island without adults, what measures would you take in order to survive?
3. How does your behavior change at Halloween when you put on a mask?
4. When you were younger what frightened you the most?
5. How do people obtain leadership?
6. What does it mean to follow the line of least resistance?
7. If someone is given orders by his leader to do something wrong, what should he do?
8. What situations in your life are most frustrating?
9. What does this statement mean: "The human animal needs to put the curbs of civilization on himself or he will ultimately destroy himself."
Rousseau
10. React to this statement: Power corrupts and absolute power corrupts absolutely." Lord Acton.
11. What does Thomas Hobbes, a philosopher mean by "The state of man is a state of war"?
12. Write a dialogue between yourself and someone you dislike.
13. Select a place where you would like to go to be alone. What do you see, hear, smell, feel?
14. Interview the person sitting next to you about a nightmare they've had. Write it down.
15. Select a symbol that would aptly represent a family member you admire. Write a poem about this person.
16. Write your opinion about why there is war.
17. Pick a tune you are familiar with. Write new words that fit.
18. What time in your life would you like to relive?
19. Write an advertisement that would attract people your age, to visit the island.
20. What symbols in your life are most important? Why?
21. Why are the kids attracted to Jack?
22. Would you follow Ralph or Jack? Why?
23. What changes does Ralph go through?
24. Who do you blame when things go wrong for you or if you do something wrong?
25. Write a dialogue between yourself and someone you admire.
26. Who is to blame for Simon and Piggy's deaths?
27. Suppose Simon had written a will. What would it say?
28. What epitaph would appear on Piggy's headstone?
29. Imagine you are the conch. Try to feel and talk as it would when it is destroyed.
30. If Piggy had lived what would he have told the naval officer?
31. Write a letter from Jack to Ralph ten years after the rescue.

Ways Through the Literature

1. Use the reading and discussion guide. After each chapter discuss the questions with the class.
2. Divide the class into twelve groups. Each group is responsible for one of the twelve chapters. Have students create a collage representation of the chapter which includes the chapter's title and incidents.
3. Review key vocabulary before reading each chapter. Give a vocabulary quiz at the end of the chapter.
4. At the end of the week, have students read one of their journal entries to the class.

Ways Beyond the Literature

1. Divide the students into groups to draw maps of the island. Have them place special locations according to Golding's descriptions. Create a legend for the map.
2. Have students draw murals of each of the main characters, put them in situations expressed in the novel, and place appropriate symbols with each character.
3. Ask students to create a paper mache version of the island.
4. Write a poem about one of the main characters: Ralph, Piggy, Jack, or Simon.
5. Assign students the following essay in the CAP Evaluation writing style:

Writing Situation

Lord of the Flies is an intense vision of the problems facing modern society. Golding in 1963 insisted that the novel's primary purpose was to serve as a warning of people's potential for brutality to other people.

Writing Directions

Write an essay in which you evaluate that purpose. Does the novel convey a warning? How effective is the method the author chose?

6. Assign students the following essay in the CAP Eyewitness Memoir (eighth grade) style:

Writing Situation

Paying attention to warnings can help you become a more responsible individual. Yet there are incidents that occur in which people choose not to heed warnings.

Writing Directions

Write an essay for your peers about a time when you did not pay attention to a warning. Tell what happened. What were the consequences?

7. Assign the following essay in the CAP Speculation/Analysis style:

Writing Situation

Lord of the Flies presents a struggle between evil and good. It is a story about human nature. Are people basically good or inherently evil?

Writing Directions

After reading Lord of the Flies, write an essay in which you explain your belief about human nature. Answer the question, "Is evil inherent in human nature?" Does Golding offer any hope for the human race?

8. Assign the following prompt in the CAP Autobiographical Incident writing style:

Writing Situation

Adolescents are often quick to judge and criticize each other, but they are also frequently quick to forgive. Sometimes, though, hurts received in adolescence are remembered throughout life.

Writing Directions

Write an essay for your peers in which you tell about an injustice done to you, or a time you were unjust to another person. What judgments and criticism were made? How did you feel? Was there forgiveness? How do you feel now?

9. Show the movie Lord of the Flies. While students are viewing the film, have them list differences between the book and the movie. Ask them to tell which scenes they wish had been included in the movie.
10. Have students write a short (1-1 1/2 page) evaluation of the movie. Ask them to give it a "thumbs up" or a "thumbs down."

Lord of the Flies

Reading and Discussion Guide

Chapter 1: The Sound of the Shell

1. Describe Ralph and Piggy.
[Ralph is about twelve years old. He has fair hair and has the body of a boxer. Piggy is fat, has asthma, and wears glasses.]
2. What is the scar in the jungle?
[It was caused by the plane crash.]
3. What ominous details does Golding use about the coconuts and birds when Ralph stands naked gazing at the ocean?
[The coconuts are skull-like and the cries of the birds are witch-like.]
4. The eighteen inch conch is used to call an assembly of the boys. What does the conch symbolize?
[It is the symbol of order.]
5. How are Jack and his choir boys first seen?
[They are seen as something dark crawling along the beach.]
6. Describe Jack.
[Jack is a tall, thin boy with red hair and ugly facial features.]

Chapter 2: Fire on the Mountain

1. What does Simon do that would make him a kind of Christ figure?
[He rebukes the boys for treating Piggy unjustly.]
2. What happens to the little boy with the mulberry colored birthmark?
He is apparently killed in the fire because of the boys irresponsibility.]
3. Even though Piggy is annoying, what incidents occur that make him a symbol of knowledge?

Chapter 3: Huts on the Beach

1. Contrast Golding's description of the jungle when Simon is in it with when Jack is in it.
[Simon seems to commune with the jungle. Everything is beautiful to him. He finds peace. Jack shatters the silence. The forest is primitive with the gaudy bird, the harsh cry. Jack feels hunted.]
2. What things occur with Simon to further the Christ-like symbol?
[He helps build the shelters as a carpenter. He urges the little children to come unto him while he picks fruit for them.]

3. Jack seems to be single-minded whose only interest is in hunting. Describe the conflict between Jack and Ralph.
[Ralph hints to Jack that Jack and the hunters should help build huts. Jack insists that hunting is necessary. They argue and resentment swells, yet they control themselves.]

Chapter 4: Painted Faces and Long Hair

1. What do the littluns represent in society?
[They are the unthinking masses who need caring for.]
2. How are they treated by the older boys?
[Simon is kind to them. Roger bullies and assaults them.]
3. Why is Roger careful not to hit Henry with the rocks?
[He has been conditioned by society.]
4. What does the title of this chapter imply?
[It refers to the disguise used by Jack for hunting. It implies that Jack is now free from shame by looking like a savage.]
5. Why doesn't the ship rescue the boys?
[The hunters have let the signal fire go out.]
6. How is Jack initiated into a savage?
[He kills a pig and wipes the blood on himself.]
7. What does the reenactment of the hunt remind you of?
[It has a kind of religious aura of primitive savages reenacting the killing of an animal and then eating the flesh of the actual kill.]

Chapter 5: Beast from Water

1. What does Ralph lecture the boys about in the assembly?
[They never support any decisions made at the assembly, they don't keep up the fire, carry drinking water, or help build shelters.]
2. How is Ralph more civilized than Jack?
[Jack smears himself with clay and blood, and he only obeys his own rules. Ralph rejects the filth; he hates his messy hair which gets in his eyes. He wants order.]
3. When the boys discuss the beast what is Simon's reply?
[He suggests that the evil exists within themselves.]
4. What is ironic about Jack wanting to hunt the beast and Ralph wanting help from a grownup?
[Jack wanting to hunt the beast would lead to self-destruction and the world of grownups is no better because they are engaged in war.]

Chapter 6: Beast from Air

1. Summarize the first paragraph in chapter 6.

[That night ten miles above the island there is battle between airplanes. A dead parachutist floats down and lands near the mountain top.]

2. What might the dead parachutist represent?

[Golding himself said the dead parachutist was the past. It could possibly refer to the evil in war, or it could be symbolic of "fallen man" who is later set free by the Christ figure, Simon.]

Chapter 7: Shadows and Tall Trees

1. What are Ralph's feelings when he throws his spear at the pig's snout?

[He feels frightened yet proud. He feels hunting is good after all.]

2. How does Golding show that evil in society can be traced back to any individual?

[The boys perform a ritualized hunt in which Robert is held down while the kids, even Ralph, take spears and sticks and jab him. Ralph is as vulnerable to whatever leads man to crime as the others.]

3. The boys have to struggle through the burned out area caused by their own irresponsibility in order to reach the mountain top in their search for the beast. What is the actual source of evil.

[Their own irresponsibility, but they are symbolically blind to the true source.]

Chapter 8: Gift for the Darkness

1. Frightened because they think they have seen the beast, Jack, Roger, and Ralph warn the others. Who calls an assembly and why?

[Jack grabs the conch and calls an assembly. He announces that there is a beast and that Ralph is a coward and unfit to be chief. He wants the boys to vote Ralph out of office.]

2. How does Jack start his own group?

[He is embarrassed and enraged when the boys won't support his motion. He runs off alone. Soon most of the boys have joined him.]

3. What are the implications of the hurt that Jack and his new tribe sadistically engage in?

[The entire scene is evil. First, they choose a mother animal with her piglets to kill. They cannot break themselves away from her. They are stripped of civilization and are following their basest instincts. The desire, violence, and fury of their attack imply "rape" of the sow.]

4. Why do they cut off the sow's head?

[They place it on a stick as a gift for the beast.]

5. Simon, watching from his cell in the jungle, realizes the true horror of the wickedness inside themselves. As Simon seems to converse with the Lord of the Flies what happens?
[It is similar to the confrontation of the Christ figure with the devil. Simon is at first frightened, then told a terrible truth, then tempted, finally threatened.]
6. How does The Lord of the Flies tempt Simon? How is Simon threatened?
[The Lord of the Flies tempts Simon to abandon his attempts to inform the boys about the nature of evil. He warns Simon that the boys will not believe him and that in the end, evil will kill him]

Chapter 9: A View to a Death

1. How does Simon walk when he awakens from his faint?
[He walks like an old man. This can be viewed allegorically as the knowledge of sin.]
2. Simon, who is generally bashful, has courage to continue directly to the parachutist on the mountain. What gives him this courage?
[His ordeal with genuine evil strengthens Simon against this false beast on the mountain. This rotting person is nothing to be feared when compared to the evil which is within man's soul.]
3. Meanwhile on the beach what is happening?
[The boys are celebrating and acting out the hunt. Jack, representing evil, is leading the boys in a ritual which brings the evil side of their nature to dominance. They become frenzied and out of control. Even Ralph and Piggy are caught up in the passion of it.]
4. Why do the boys kill Simon?
[In their frenzy of dancing and chanting they see something come crawling out of the forest. They are blinded to everything but their dance.]
5. What metaphor does Golding use to describe the circle of dancing boys?
[The mouth of the circle crunches and screams at Simon's approach. They bite and tear at Simon's flesh with their teeth and claws.]
6. What symbolic references to Christ does Golding use to further the image of Simon as a Christ figure.
[The thundering skies and quaking earth follow Simon's death; Simon came to bring the truth and was rejected. Simon frees fallen man in the parachute. As his body washes out to sea, he is shrouded in light by the luminous sea creatures. The boys mingle around the scene and then scatter.]

Chapter 10: The Shell and the Glasses

1. How do Ralph and Piggy behave the next morning?
[They are ashamed. Ralph is deeply troubled, and Piggy tries to say that Simon's death was an accident.]
2. What kind of ruler is Jack now?
[He is like a tyrant and uses Roger, the sadist, to punish the boys who break his rules.]

3. What does Jack say about Simon's death?
[He convinces them that it truly was the beast in disguise. He also says that the beast is not really dead.]
4. Jack and his tribe attack Ralph's shelters to steal Piggy's glasses. What does this mean to Ralph?
[Because the signal fire has been Ralph's one symbol of hope, now he feels that Jack has stolen their reason for existence.]

Chapter 11: Castle Rock

1. Why do Ralph, Piggy, and Samneric take the conch to the Castle Rock?
[They want to remind the tribe of order and sanity which once existed on the island.]
2. What do Jack's sentries do when Ralph blows the conch?
[They mock him and throw rocks at him.]
3. How does Golding convey that the sense of order and intelligence are wiped from the island?
[Piggy is killed by a boulder dislodged by Roger. The conch, held by Piggy is broken into a thousand fragments. Piggy is knocked down a forty-foot cliff, and his brains spill out and give the sea water a pinkish cast.]

Chapter 12: Cry of the Hunters

1. What does Ralph arm himself with?
[He arms himself with the stick sharpened at both ends upon which the pig's head was mounted.]
2. What do Sam and Eric tell Ralph about Jack's plans?
[They tell him that Jack plans to arm all of the boys and search for him the next day.]
3. How do the savages try to kill Ralph?
[They try to track him down and kill him with the sharpened sticks as they would a pig.]
4. When Ralph runs into the Lord of the Flies, why does Golding compare it with the conch?
[The conch and the Lord of the Flies are two important symbols. Reason and order versus irrational evil; the conch versus the sow's head; Ralph versus Jack. We are forced to think of the two.]
5. What is so ironic about the fire started by the savages?
[Ralph had repeatedly expressed his wish to keep a signal fire going to attract ships. It is ironically the fire started by the hunters to kill Ralph which attracts help.]

Unit VIII

4 weeks

A Violation of Human Nature

Macbeth

Rationale

The study of evil and the way people fall under its spell in Macbeth continues the study of human nature. Whereas Golding speculated evil lay completely within individuals, Shakespeare's play considers both societal and supernatural pressures toward evil as well as humankind's tragic propensity for evil. Comparisons between characters in Lord of the Flies and Macbeth aid students in comprehending the theme and plot of both works.

Focus and Goals

1. To continue the study of good and evil in human nature.
2. To learn the definition and elements of tragedy.
3. To become acquainted with Shakespeare's life and works.
4. To compare the depiction of human nature found in Macbeth with the portrait found in Lord of the Flies.
5. To consider the temptations toward evil that face individuals and to ascertain the power it takes to turn from temptation.
6. To explore the effects of guilt.

Ways Into the Literature

1. Have students listen to Richard Strauss' tone poem "Macbeth." Do not identify the title. Ask students to write down the images that come to mind as they listen to the music.
2. Have students read Charles and Mary Lamb's version of Macbeth from Tales from Shakespeare.
3. Provide background information on Shakespeare, tragedy, and the historical Macbeth. Discuss attitudes towards war and witches in Shakespeare's day.
4. Explain the characteristics of English during Shakespeare's time. Preview words in the play which may be difficult.
5. Relate the symbolism of light and dark in Lord of the Flies to similar symbolism in Macbeth.
6. Discuss stage techniques and audience attitudes in Shakespeare's day.
7. Show a film about Shakespeare's theatre.

Ways Through the Literature

1. Ask students to keep a log of Macbeth's disintegration into evil. Tell them to record the steps that he takes along his descent into darkness.
2. Divide the class into groups. Have them write stage directions for the witches' scene in Act I scene i. Tell them to include details of colors, lighting, props, costumes, and movements.
3. Play recordings of key speeches by accomplished actors. Intersperse these with student oral reading of the play.
4. Discuss the relationship between Banquo and Macbeth. Ask students what would make them turn on their best friend.
5. Have students make a list of the prophecies the witches make and a chart of the literal fulfillment of the prophecies
6. Have students keep a journal of the symbols and their meanings from the play.

Ways Beyond the Literature

1. Show the Orsen Welles film version of Macbeth.
2. Organize a class debate on the proposition, "People are born with an innate tendency to do evil."
3. Ask students to choose a favorite quotation from the play. Have them explain what it means in the play and how it relates to human nature in general.

4. Assign the following essay in the CAP Autobiographical Incident style:

Writing Situation

Macbeth and Lady Macbeth both suffer from guilt. Guilt is a universal human experience that ranges in scope from mild remorse to paralyzing depression and despair.

Writing Directions

Write an essay for your peers in which you relate the story of a time you experienced guilt because of something you had done. Be sure to explain your motivations and to describe your emotions. How was the situation resolved? How do you feel now?

5. Read the Robert Frost poem, "Out, Out," to the class line by line. Without revealing the title, discuss the meaning of the poem. Have students give the poem a title.
6. Have students read the James Thurber story, "The Macbeth Murder Mystery."



Unit IX

2 weeks

Strength Within: A Key to Life's Meaning

The Old Man and the Sea

Rationale

The Old Man and the Sea by Ernest Hemingway concludes the freshman year of study. Its theme of finding the meaning of life through facing death brings the year full circle, returning to the theme of survival which began with Call of the Wild. In addition to helping students recognize the meaning and importance of their own lives, the work helps them to understand the emotions and perspectives of older adults.

Focus and Goals

1. To understand Hemingway's perspective that meaning in life comes from personal struggle against weakness within and the external forces of nature and society.
2. To study the nature of symbolism and to investigate the several symbolic schemes that may be applied to the book.
3. To bring adolescents to an appreciation of the emotions and life perspectives of older adults.
4. To apply Hemingway's message about the necessity of inner strength to the adolescents' personal lives.

Ways Into the Literature

1. Have students write about a time when they experienced "bad luck."
2. Ask students to write a description of themselves when they are eighty years old. Ask them to write about what will they look like, how they will act, and what they will think about life and themselves.
3. Create a bulletin board with a map of Cuba and several ocean scenes.
4. Have students read and comment on several poems about old age.
5. Ask students to memorize "Sea Fever" by John Masefield. Have them recite it in small groups or to the class.
6. Ask students to create a portrait of "inner strength" by arranging the following words in order of importance:

powerful
virile
skilled
valorous

compassionate
charming
humorous
truthful

sensitive
courageous
virtuous
joyous.

7. Ask students to write about a goal they want to achieve in the near future. Have them explain how they plan to achieve that goal.

Ways Through the Literature

1. Have students keep a chronological log of the plot of the book.
2. Discuss the religious imagery in the novel. Have students keep a list of the symbols in their notebooks, and include the following points:
 - (a) Santiago as Christ figure
 - (b) Length of the voyage
 - (c) Santiago's injured hands
 - (d) Comparison to crucifixion
 - (e) Story of the two thieves
 - (f) Teacher like Christ
 - (g) Struggle up the hill carrying mast
 - (h) Stumbles and rests five times
 - (i) Ways Christ imagery will not work (Santiago is not a savior for all the world, etc.)
3. Discuss the relationship between Santiago and Manolin.

Ways Beyond the Literature

1. Assign students the following essay in the CAP First-Hand Biographical Sketch (eighth grade) writing style:

Writing Situation

Older adults often play significant roles in our lives, not only as grandparents and other relatives, but also as teachers, neighbors, and friends.

Writing Directions

Write an essay for the local newspaper about an older adult who has played an important role in your life. The person may or may not be a relative.

2. Assign the following essay in the CAP First-Hand Biographical Sketch writing style:

Writing Situation

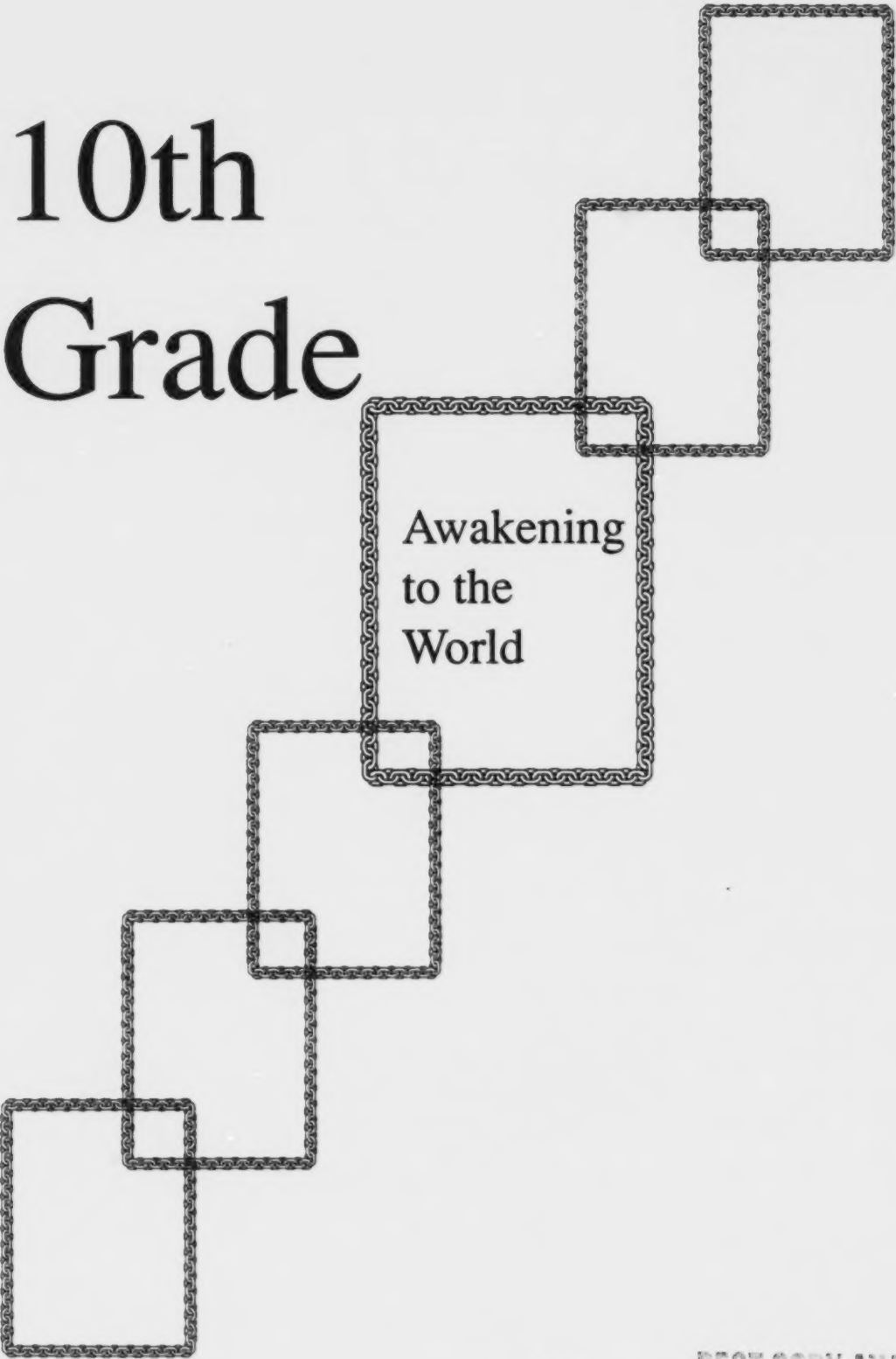
We often hear about people who do courageous acts. Sometimes their courage is dramatic and is praised in the newspapers. Often we have people around us who quietly live courageous lives in the face of fear, illness, or other problems.

Writing Directions

Write an essay for Reader's Digest about a person you know who is courageous. How has the person's courage been exhibited? How does their courage inspire you to be courageous in life?

3. Have students write an essay which compares and contrasts the courage of Atticus in Mockingbird with the courage of Santiago. Use Atticus' definition of true courage. Does Santiago's life fit that definition?
4. Read Robert Frost's poem, "An Old Man's Winter Night." Discuss the poem and compare it to the novel.
5. Have students write either an elegy or a eulogy for Santiago. Ask students to present their composition to the class.
6. Divide the class into groups and ask them to create posters based on one of the following themes:
- (a) Pride and Humility
 - (b) The Difference Between Defeat and Destruction
 - (c) The Necessity of Killing
 - (d) Victory and Defeat.

10th Grade



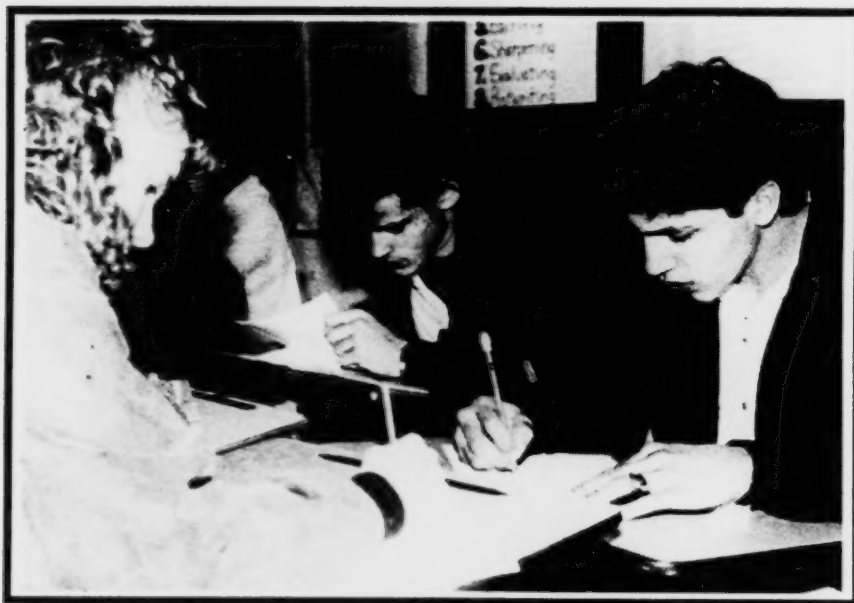
Awakening
to the
World

Sophomores

Awakening to the World

Sophomore English seeks to help students perceive themselves as citizens of the world. The first novel, A Separate Peace, illustrates how friendships at a quiet rural school are affected by the events in the world. Students see how the thoughts and feelings that lie within them are the same thoughts and feelings that are the source of the personal and political issues of people all over the world.

Sophomores add two new types of CAP writing, the Reflective Essay and Observational Writing. The Reflective Essay prompts call for intense critical thought about personal experiences and the universality of experiences, thought, and emotions. Observational Writing assignments help students learn how to examine the world and people around them, so that they will gain confidence in their perception of the world. As students write in these modes, they increase their sense of power and place in the world.



"In youth men are apt to write more wisely than they really know or feel; and the remainder of life may be not idly spent in realizing and convincing themselves of the wisdom they uttered long ago." Nathaniel Hawthorne

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Unit I

6 weeks

Awakening to the World

A Separate Peace

Rationale

A Separate Peace by John Knowles lifts the students from their world of summer into the issues they face as citizens of the world. In showing other students wrestling with these issues, it provides a framework for thought about their ideas of the world as well as such perennial personal issues as friendship and academic success. This novel is an excellent point of departure for the exploration of motivation, discipline, love, character development, and identity which occupy the course of the year.

Focus and Goals

1. To explore the struggles within a friendship as the friends face adolescent developmental crises and the world at war.
2. To study the causes and nature of war and its effect on individuals and society.
3. To create a notebook which allows students to express a growing awareness of friendships, of a place in the world, and of an identity.
4. To understand the often conflicting impulses which motivate individual actions.
5. To apply what is learned to their own life through journals and essays.

Ways Into The Literature

1. Ask students to do free-writing on the ways friendship begins.
2. Divide the class into small groups to work on the stages that occur during the course of a friendship. Have one person from each group report to the class.
3. Divide the class into small groups to list and explain as many friendship adjectives as they can think of (best friend, fair weather friend, etc.). Have one person report their group's findings to the class.
4. Use small groups to develop a written document on the following:
 - (a) rules for acquiring friends
 - (b) signs of friendship
 - (c) ways to destroy a friendship.
5. Ask students to list their best friends and the age at which they acquired that friendship.
6. Divide students into groups to discuss the differences between real friendships and pseudo-friendships such as fantasy friends, crushes, gangs, etc.

7. Have small groups of students discuss the differences between friendship and romance and report to the class.
8. Brainstorm with the class about differences between a friend, a best friend, a companion, an ally, an accomplice, a partner, an associate, and a neighbor. Discuss the various types of friendship.
9. Form student pairs and have students interview each other on their idea of a perfect friendship.
10. Using information obtained from the activities above, have students evaluate a friendship with which they are personally familiar.
11. Assign students to read the poem "David" by Earle Birney. Discuss the quality of the friendship between the poet and David. Ask students to write about the characteristics of their best friend relationship.
12. Show documentary filmstrips or videos which provide background information on World War II.
13. Have students read the short story "The Apprentices" by Sembene Ousmane. Discuss the ways the adolescents' world interacts with the adult world.
14. Have the class read the poem "First Frost." Discuss the initiation to loss caused by the changed relationship.

Journal Entries

1. Copy and respond to the following quote:
 To leave is to die a little,
 To die to what we love.
 We leave behind a bit of ourselves
 Wherever we have been.
 (Haraucourt, 1856-1941)
2. What makes a person an adult?
3. Write about a dilemma you have faced.
4. Write about the time you felt most independent.
5. Write about a time you went along with a group and did what they did, even though you didn't want to do it.
6. Write a description of a best friend you have had.
7. Write about a friend who deceived or tricked you.
8. Write about a crazy thing you did with a friend.
9. Write about a possession a friend has. Why do you like or dislike it?
10. Write about a time you felt rivalry with someone.
11. Write about a time you felt powerless to change a situation.
12. Write about a time a friend hurt you.
13. Copy and respond to the following quote:
 We always hurt the one we love.
 The one we shouldn't hurt at all.
14. Write about a time you hurt someone's feelings.
15. Write about a time you could not make another person understand you.
16. Write about a time you resolved a conflict effectively.
17. Write about a time someone close to you was injured or in the hospital.
18. Write about a time someone close to you died.
19. Write about a lesson you learned from a friendship.
20. Write about a person who turned out to be different than when you first met.

Ways Through the Literature

1. Have students keep a journal as they read. Ask them to include the following:
 - (a) notes concerning the nature of the friendship between Gene and Finny.
 - (b) responses to the events, setting, symbolism, and characters of the novel.
 - (c) a log of the symbols in the novel.
 - (d) a vocabulary list.
2. Have students read the Genesis account of the "Fall of Man" and compare it with the novel. Discuss the symbolism of both and enter the symbols on a list.
3. Ask students to write a description of Finny as if he were a student at their school. Would they like him as a friend? What are his strengths and weaknesses?
4. Instruct students to find a quotation in which Gene describes his friendship with Finny. Have them write an explanation of it in paragraph form.
5. Divide the students into small groups to prepare an oral report on the meaning of the title using the following guide:
 - (a) Comment on the levels of peace found in the book: peace on campus, peace in relationships, peace of mind, and peace in the world.
 - (b) Explain the meaning of Gene's statement in chapter eight that "peace had come back to Devon." What is the relationship between Gene's statement and the idea of separate peace at the end of chapter nine?
 - (c) Comment on the emotions that Finny's theories of war and visions of peace produce. How do these feelings connect with the title?
 - (d) How do Leper's problems fit in with the title of the book?
6. Divide the class into small groups to explore the causes, nature, and results of war by responding to the following questions:
 - (a) What are Finny's ideas about the war at the beginning of the novel?
 - (b) When, why, and how does Finny's theory change?
 - (c) What are Gene's ideas about war at the end of the novel?
 - (d) In what ways do the boys at Devon express their fear of the war? How do some of them express their enthusiasm for it?
 - (e) What is the adults' perspective on the war as expressed by the school staff and the parents?
 - (f) Why does Gene believe he has killed his enemy at school?
 - (g) What role does Gene believe personal hatred plays in the war?
 - (h) What do you believe is the cause of war? Must you hate the enemy to be a good soldier? Should you participate in a war in which you do not personally believe? Does a nation have a right to order you to fight in its war?

7. Divide the class into small groups. Assign a different character to each group. Have the groups write a descriptive paragraph which reveals the character's physical appearance and personality. Have one person in the class read the paragraph to the class.
8. Divide students into pairs. Have students interview each other about the ending of the novel. Students may use some of these questions:
 - (a) Was the ending a surprise to you? Why?
 - (b) Was the ending believable? Why?
 - (c) Did the ending resolve the conflicts and issues completely?
 - (d) How could the ending be changed for the better?Each student writes a report of the interview.
9. Have each student select a sentence or phrase from the book and explain its meaning and context to the class.
10. Have small groups draw a map of Devon and share it with the class.
11. Ask each student to draw pictures of the tree and the rivers to communicate their symbolic significance.

Ways Beyond the Literature

1. Show a war film such as Gallipoli to the class. Discuss relationships in the movie and compare them with the friendship in the novel. Continue the discussion by considering the effects of the war on nations and individuals. Have the class look for separate peace experiences within the movie. Discuss the role of personal hatred and love in the movie.
2. Have students work in groups to analyze the conflicts between individuals in the novel.
3. Ask students to write an alternate ending to the novel in which Finny survives the fall.

4. Have the students write the following essay in the CAP Autobiographical Incident style:

Writing Situation

There is conflict even within the best of friendships. Conflicts often arise from feelings of jealousy and envy or times when self-esteem is threatened by the success of others. They may form around differences of opinion, life style, or morals. Think of a time when you had a conflict or problem with a close friend. Try to remember thoughts and feelings as well as what happened. Focus your thoughts on an incident that was the climax of the conflict.

Writing Directions

Write an essay to be read by the class about a conflict you experienced with a close friend. Include descriptions of the people involved, what happened, and how you felt about the incident. Make your readers understand the importance of this incident in your life.

5. Read the short story "The Trial" by Jerzy Andrzejewski, and compare it with the novel. It is the story of friendship, betrayal, and forgiveness during WWII.
6. Using "David," "The Trial," and A Separate Peace, assign student groups to compare the friendships of David, Charles, and Finny. They each must choose to respond to the moral and or physical failure of their friend. How are their responses similar? What underlying values and beliefs about friendship are common to the three? Have individual students write a paper comparing the quality of friendships found in the works.
7. Ask students to write an essay on what they learned about friendship during this unit. Ask them to include an assessment of the value of friends in their lives. Have them apply what they've learned to propose ways they can improve the quality of their friendships.
8. Have the students write a Reflective Essay in the CAP style on the following prompt:

Writing Situation:

Experiences with friends teach us many things about ourselves. Reflection on these experiences often reveals many insights that would be overlooked in the rush of daily living.

Writing Directions:

Write an essay about an experience with a friend. Be sure to tell the story of the incident by using descriptive details. Reflect on the meaning of the incident and what you learned about yourself and life in general.

9. Have students read the Richard Wright excerpt "A Loaf of Bread and the Stars" to see an example of reflective writing.

Sophomores

10. Have students choose one of the following propositions and write a persuasive paragraph which opposes or defends the position stated.
 - (a) War is caused by the evil within the heart of every person.
 - (b) If women were the leaders of nations, wars would cease.
 - (c) The United States should maintain the draft system.
 - (d) The draft should include women.
 - (e) A nation has a right to force its citizens to fight in its wars.
 - (f) An individual has a right not to participate in wars in which he does not personally believe.
11. Have students write an essay on methods to handle conflicts between friends. Instruct them to develop guidelines that can be clearly communicated to freshmen students.
12. Discuss with the students the role of women in the novel. Leper's mother is the only female character. Ask them how the novel would have been different if the school were coeducational. Have them write a plot sketch for the novel that includes at least one main female character.
13. Have students read Emerson's essay "Friendship." Ask them to keep a log of his summary or topic sentences that provide an outline for his thought.



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14. Make the following interview assignment:

World War II Interview Project

Assignment:

Interview three adults who were alive during World War II and record their responses to the questions below. Take notes on their interviews. Compose the notes into a report. Write the report in third person and structure it like a feature story in a magazine. Target the article for young adults who do not know much about World War II. Therefore, you will need to include background information on the war which will give your readers the perspective they need to understand your article. You may add to or modify the questions to fit the people you are interviewing.

Questions:

1. How old were you during World War II?
2. Where did you live during the war?
3. Did you or anyone you know serve in the military during the war? If so, what were their experiences?
4. In what ways did the war affect your life?
5. What were your feelings about the war at the time?
6. In your opinion, what was the cause of the war?
7. What was the worst aspect of the war for you personally?
8. What lesson do you feel the world should learn from the war?

Remember:

Modify your questions as needed. Be sensitive to your subject. Some questions may need to be deleted because they would be too painful. Other questions may need to be added to open up unusual or interesting stories. Relate to your subject as a person with feelings, not as a robot.

15. Assign Freud's letter to Albert Einstein, "Why War?" to the class. Discuss Freud's theory of destructive and erotic impulses and how it relates to the novel.

Unit II

3 weeks

Decisions About Self: When My World Falls Apart The Metamorphosis

Rationale

Adolescents often feel that their world is falling apart or is chaotic. The Metamorphosis by Franz Kafka challenges students to examine their self-perceptions. This self-examination allows them to probe their own feelings of being out of touch with others and the world. It helps them to understand that they are not alone in these feelings. The story provides a platform to explore ways to break through alienation and isolation and establish meaningful, honest relationships in family and in society.

Focus and Goals

1. To understand the experience of alienation and the forces in modern society that contribute to it.
2. To understand symbolism in the novel and how it deepens the understanding of the story.
3. To explore relationships in family and society and to discover ways to counter feelings of alienation and inadequacy to produce healthy relationships.

Ways Into the Literature

1. Have students read "Everything that Rises Must Converge" by Flannery O'Connor. Discuss the relationship between the mother and son. Have the students complete the following assignments:
 - (a) Write a summary of Julian's situation.
 - (b) Write two paragraphs explaining what Julian and his mother do not accept about each other.
 - (c) Write a persuasive essay which demonstrates how prejudice alienates people from each other.
2. Play a recording of the Doors song, "People are Strange." Discuss ways people feel alienated from each other. Include alienation from family, spouse, friends, God, job, society, and nature.
3. Provide background on Kafka. Read portions of his journals to the students.
4. Ask students to write a 3rd person, objective essay about one of their parents. Have them write as if he or she were not a parent but someone they have researched. Describe his or her interests, talents, abilities, positive and negative traits, and accomplishments. Instruct them to write as if for a magazine or newspaper feature story.

5. Divide the class into groups. Ask each group to write a collaborative short story about a teenager leaving home. Each student in the group starts a story and then passes it around the group until each person in the group contributes to each story.

Ways Through the Literature

1. Read The Metamorphosis aloud to the class in a matter-of-fact monotone voice in order to contrast Kafka's matter-of-fact tone with the bazaar nature of the story.
2. After each chapter, instruct students to write ten questions for others in the class to answer. Collect the papers and redistribute, so that other students answer the questions. Return them to the originator. The questions may be about things in the story that the students do not understand. Divide the class into small groups and have the groups discuss the answers and try to reach a consensus.
3. Show excerpts from films such as The Fly, American Werewolf in London, Teen Wolf, and The Incredible Shrinking Man. Discuss why the theme of a person changing into something grotesque or monstrous is so common.
4. Have students keep a log of family members from the story. Ask them to record how each of them changes. Discuss the positive metamorphoses of the father and the family.
5. Review Genesis 1-3 and the crucifixion passages in the New Testament as possible sources for the symbolism in the story. Discuss Gregor as scapegoat and Christ-figure.

Ways Beyond the Literature

1. Have the class read "Rhinceros," by Eugene Ionesco. Have students discuss the similarities and differences between The Metamorphosis and "Rhinceros." Ask students to write a comparison-contrast paper on the relationship of the individual to society in each story.
2. Assign William James' essay, "The Social Me." Divide the class into groups to discuss whether they believe that each person has a "real me," or if each person is only how they appear at the moment. Ask each student to write an essay answering the question, "Is there a real you? If not, why not? If there is, what is the real you like?"
3. Read an excerpt from Rousseau's Confessions called "The Lie." Discuss the reasons for Rousseau's lie. Have students write essays which explain how Rousseau's theft and lie affected his life.

4. Assign the following Reflective Essay:

Writing Situation

In his Confessions, Rousseau writes of how a moral failure, a theft, and a subsequent lie, affected his life and the lives of another person. Every person has these kinds of experiences, failures, and successes that cause us to reflect on our life and on the meaning of life.

Writing Directions

Write an essay for your classmates in which you reflect on a moral failure or success. Relate the incident and the circumstances around it in thoughtful narration. Explain what the experience caused you to realize about your self. Share what the event leads you to think about life and the way that people should relate to one another.

5. Assign the following Observational Essay:

Writing Situation

The world looks different to us when we feel different about ourselves. When we are happy, the world looks one way. When we are depressed, the world looks another way. Kafka describes life as it appears to the eyes of Gregor in his insect state. It is a different world from what it was before the metamorphosis.

Writing Directions

Write about your house from the perspective of a pet or animal. Imagine the way the animal might see your house. Describe in detail and tell why those points would be important to that animal. Your readers should be able to see your house through the animal's eyes.

6. Assign the following Interpretive Essay:

Writing Situation

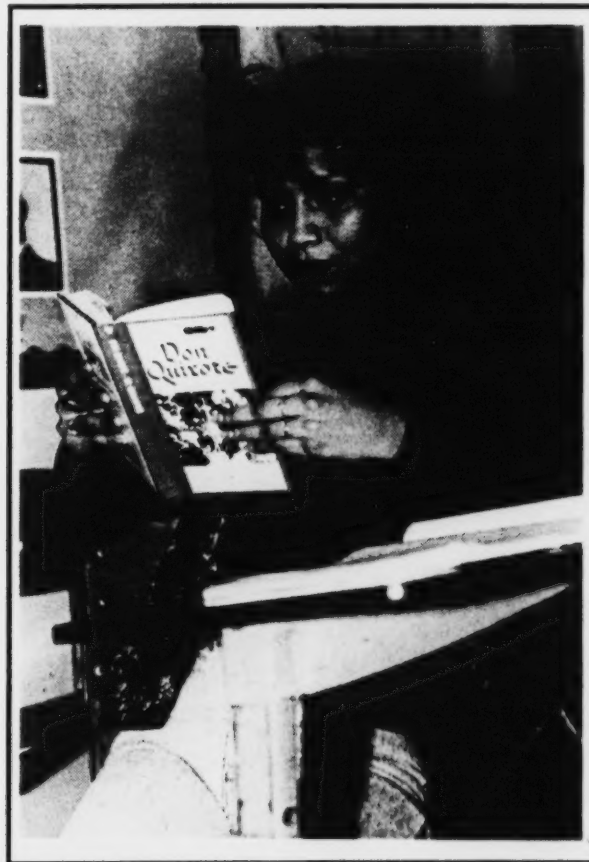
Theme is a unifying statement about life made by a literary work. It is rarely stated directly. Instead, it arises organically from within the characters, plot, and structure of the work. The Metamorphosis is one of the most important works of modern fiction. On the surface, it is an absurd, impossible story; however, its theme is one of critical importance for individuals and society.

Writing Directions

Write an essay for your teacher. State the theme of The Metamorphosis. Support your ideas with evidence from the plot, characters, and structure of the work.

Sophomores

7. Divide the class into small groups. Have them discuss ways that strong healthy relationships can grow and be maintained in the family. Each group reports to the class. Have students respond with an essay on insights they have learned from the unit. Ask them to include the following:
 - (a) Situations in which they have felt alienation
 - (b) Ways they can deal with these feelings
 - (c) Strategies for making their family relationships stronger and healthier.



Unit III

3 Weeks

**Decisions About Self:
Quest for the Real Me
Siddhartha**

Rationale

Siddhartha is a novel of spiritual growth and self discovery. Written by Hermann Hesse to encourage the spiritual development of German youth, it allows adolescents to consider their inner growth and development. It also provides a window on cultural and religious perspectives which students may have little opportunity of observing.

Focus and Goals

1. To outline patterns of spiritual growth from historical and personal perspectives.
2. To understand the world situation out of which the novel was written.
3. To understand some basic principles of Hinduism and Buddhism.
4. To explore the process of self-discovery and ways to enhance the attainment of personal values and spiritual growth.

Ways Into the Literature

1. Ask the students to write about a trip they have taken. Have them describe the beginning and conclusion clearly as well as the significant events and landmarks along the way. Divide students into groups and have them read their journey stories to others in the group. Discuss the use of the journey as a metaphor or symbol of spiritual development in historical religions and in literature.
2. Discuss the concept of lifelong spiritual growth using ideas from The Road Less Traveled by M. Scott Peck, The Inward Arc by Francis Vaughan, and No Boundary by Ken Wilber. Define the word "spiritual" so that students realize it encompasses all inward growth of beliefs, values, character, and love whether in a religious context or not.
3. Ask students to outline their spiritual journey to this point in their lives. Make sure they realize that it may or may not have anything to do with religion. It is a record of self-discovery, the process by which they have discovered themselves and what they believe about life.

4. Provide students with background knowledge of the religious context of the novel by explaining definitions and significance of the following words, names, and terms:
 - (a) Siddhartha
 - (b) Brahmin
 - (c) Om
 - (d) ablutions
 - (e) caste
 - (f) Atman
 - (g) Upanishads
 - (h) Samana
 - (i) Nirvana
 - (j) Brahman
 - (k) Buddha
 - (l) Kamala
 - (m) incarnation
 - (n) Hinduism
 - (p) Buddhism
5. Review symbolism of the river and water as discussed in Unit I on A Separate Peace.
6. Provide background information on Hermann Hesse and his reasons for writing Siddhartha.

Ways Through the Literature

1. Have students to make a list of the chapter titles leaving about a half page between the titles. These form an excellent outline for the novel. Ask students to write a brief summary of the chapter in the space provided after they read the chapter.
2. Divide the class into groups. Ask the groups to read the chapters aloud to each other and to plot the stages of Siddhartha's development. Remind them that as a reading group they are responsible for the other members. If one is absent, the group is responsible for helping him or her to catch up. Call upon groups to present summaries at the beginning of each class.
3. Ask the groups to write a summary of what Siddhartha learns from each of the people or groups he meets on his journey through life.
4. Play excerpts from Indian music and discuss the differences between Indian and western music.

- ZZ5. Discuss Siddhartha's relationship with his father and his son. Ask students to write a paper defining the role of parents in the spiritual development of their children.
6. Discuss the reasons Siddhartha gave for leaving Kamala. With her, he seemed to have everything many adolescents today see as goals for life: sex, money, and fame. Have student groups ascertain what Siddhartha felt was missing from his life. Ask them to conclude whether or not he made the right decision and why.
 7. Define the philosophies of hedonism and materialism. Compare and contrast them with Siddhartha's approach to life.
 8. Ask students to explain in writing the last chapter of the book. Ask them to interpret what is happening to Siddhartha.

Ways Beyond the Literature

1. Have students read the story "Prince Five Weapons," a story about the Buddha translated by Joseph Campbell. Ask them to write an interpretation of the story. Their interpretation should include an explanation of the story in modern terms of spiritual growth.
2. Assign students the following Autobiographical Incident Essay:

Writing Situation

In the novel Siddhartha, the main character is constantly thinking of how he must give up self in order to grow spiritually. When he gives up his own desires, he discovers he has gained spiritual understanding.

Writing Directions

Write about an incident when you gave up self, some desire, possession, or action and discovered some insight about yourself or about life. Include details so that your readers will be able to see the connection between what you did and what you learned.

3. Assign students the following Observational Writing Essay:

Writing Situation

The river plays an important part in the novel Siddhartha. It is a place of self-discovery, renewal, commerce, and meeting. The movement of water in a river creates a mood and atmosphere people often find very attractive. Think of a river that you have observed. Picture it in your mind and recreate the mood you felt when you were there.

Writing Directions

Write about a river you have observed. Describe the water, the water's movement, and the land around the river. Select details so that your reader feels the mood that the river creates. Describe the river as it was at one particular time of day.

4. Assign the following Reflective Essay:

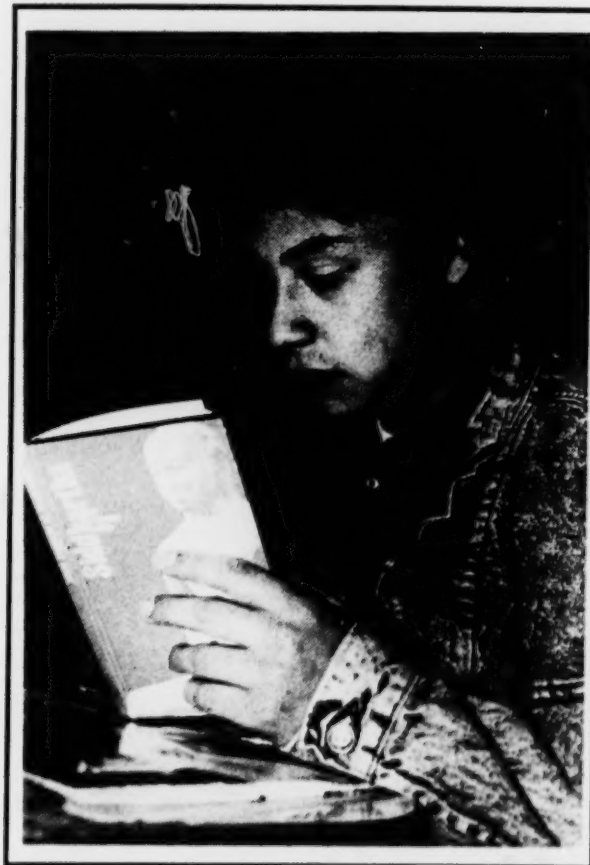
Writing Situation

M. Scott Peck, in his book The Road Less Traveled, defines love as "the will to extend one's self for the purpose of nurturing one's own or another's spiritual growth." This means love is far more than an emotion. It is an act of our will which may or may not be accompanied by emotions we associate with love.

Writing Directions

Write an essay in which you reflect on an experience of your love for someone. Begin with the circumstances of the experience and explain how you know you were acting out of love for the other person. Consider the above definition and write thoughtfully. Tell what happened to you and to the other person. Explore what this experience helped you to discover about life.

5. Have students read the essay "The Untouchables" by Mahatma Gandhi. Discuss the problem Gandhi addressed and parallel it with prejudice in the United States.



Unit IV

3 weeks

Courage to Stand Alone

Antigone

Rationale

One of the greatest tests of character is standing up for personal beliefs in the face of opposition. Antigone presents an excellent example for adolescents to study their personal beliefs. In the play, students examine religious beliefs and political realities, family loyalty and personal integrity, parent-child relationships, and man-woman relationships. Students also learn the power of tragedy to expose and release emotions that often lie hidden within us. The play's ending provokes discussion on the subject of suicide.

Focus and Goals

1. To gain an acquaintance with the development of Greek tragedy.
2. To participate in a readers' theater production of the play.
3. To understand the importance of maintaining personal moral and religious values in the face of opposition.
4. To understand that suicide is not an acceptable solution to problems.
5. To learn the characteristics, importance, and effect of tragedy.
6. To explore the relationships between older and younger adults as presented in the play.

Ways Into the Literature

1. Discuss the history of Greek drama. Focus on the development and nature of tragedy.
2. Discuss the definition of tragedy. Use the definition to discuss the tragic elements or lack of tragic elements in A Separate Peace and The Metamorphosis.
3. Divide the class into groups. Give each group a definition of tragedy and a copy of A Separate Peace or The Metamorphosis. Have each group decide if the work is a tragedy and document their opinion with evidence from the work. Each group makes an oral report to the class.
4. Since Sophocles was the first to use painted scenery, have students design and construct a set for the play. Use it as the set for the readers' theatre.

5. Have the students write the following Autobiographical Incident Essay:

Writing Situation

Peer pressure is a common force in the lives of adolescents and adults. Sometimes peer pressure can be helpful and provide support for activities which are beneficial to us. At other times, peers influence us to make choices which are harmful. The first step in handling peer pressure is to know what we believe in, to be sure what our values are, and to be ready to stand up for those values.

Writing Directions

Write an essay about a time you stood up for what you believed was right even when others around you disagreed. Describe the situation and the choice you had to make. Present the incident so that your readers can understand the emotions you felt during the incident and after the incident.

6. Display a map of Greece and point out cities as they are mentioned during discussion.
7. Tell the story of Oedipus and outline the content of the Oedipus cycle of plays.

Ways Through the Literature

1. Have students read the play as a readers' theater production. Explain the performance techniques of readers' theater. Follow Sophocles' conventions.
2. In order to demonstrate the role of the chorus, have students paraphrase and summarize the choral odes.
3. Have students write a persuasive essay about a personal moral or religious value which they would be willing to oppose society and government to defend.
4. Discuss the role of fate and personal choice in Antigone's life. Discuss the adolescent feeling of powerlessness, being at the mercy of an adult world, and how personal choices affect relationships with adults.
5. Point out the characteristics of the play which make it a tragedy. Discuss the emotions the play invokes at critical points.
6. Develop the scene between Creon and Haemon into a dramatic episode. Select actors and allow them time to rehearse in order to present the scene as a performance for the class. Afterwards, have the students work in pairs to write a parallel contemporary scene based on their relationship with their parents.

Study Guide for Antigone

Instructions: As you read the play, answer the following questions in complete sentences:

1. Who is the author?
2. Of what culture is the author and when did he live?
3. Antigone is part of what series?
4. What kind of a person is Antigone?
5. How do Antigone's opening speeches reveal her character?
6. What traits of character does Antigone possess that her sister Ismene lacks?
7. What is the higher law to which Antigone appeals?
8. What motivates Creon?
9. Why does Creon insist Polyneices lie unburied?
10. Do you think Creon was guilty of hubris and received a just punishment?
11. What arguments does Haemon use with his father?
12. Why is Haemon so ineffective with his father?
13. To what extent is the course of the play determined by fate?
14. Does fate absolve the characters of responsibility for their actions? Why or why not?
15. What is the final moral of the play?
16. What is Creon's attitude toward women?
17. How does Antigone rebel against Creon's attitude toward women?
18. How much of the action takes place off stage?
19. What role does the chorus play in the drama?
20. There are many "wise sayings" about life in the play. Choose one and tell why you think it is either true or false.

Ways Beyond the Literature

1. Have students write a letter from the perspective of Antigone, Creon, Haemon, or Ismene. Ask them to assume the identity of the character and write to a friend in Athens explaining what is happening in Thebes. Students should clearly explain the choice they must make, the reason for their actions, and their emotions about their situation. Students need to adhere to the plot of the play, but they may enhance their letter creatively in other ways.
2. Discuss the effect of suicide in the play. Point out that Antigone's suicide set in motion a chain of death and tragedy. Ask students to write an alternative ending to the play from the perspective that Antigone did not commit suicide.
3. Discuss the role of Tiresias. Since he appears as a messenger from the gods, ask students to consider the role of the gods and fate in the play.
4. Compare the emotions felt at the end of the play with the emotions felt at the end of A Separate Peace and The Metamorphosis.
5. Have students write a modern newspaper story based on the facts of the play. Ask them to reconstruct the plot in modern terms using modern names and places.
6. Assign the following Reflective Essay:

Writing Situation

Many people today are motivated by the pleasure principle. If something brings them pleasure or prosperity, then it is done. Sacrificing self for others is often seen as foolish. Antigone is not motivated by the pleasure principle. She is willing to sacrifice her life for what she believes.

Writing Directions

Write an essay about a time when your actions were not motivated by a desire to bring pleasure or prosperity to yourself. Describe the situation and explain your motivation. What values and beliefs were behind your action? Tell how you felt and the thoughts that went through your mind. Make sure your readers feel a sense of any mental struggle you engaged in while you decided what to do. Explore insights this incident brought you about yourself and about life in general.

7. Have the class read "The Guest" by Albert Camus. Discuss the decision Daru made. Point out that it would be impossible for Daru to please both the French and the Arabs. Ask the students what beliefs were behind Daru's decision. Ask them to speculate on Daru's fate. Divide the class into small groups to create a contemporary American plot which involves a similar impossible situation.
8. Divide students into groups and have them read the poems "Grace" by Emerson and "Dover Beach" by Matthew Arnold and analyze the beliefs about life that lie behind the poems.

Unit V

4 weeks

**The Courage to Stand Alone:
Life Is What You Make It**
Don Quixote

Rationale

Don Quixote provides some comic relief for the year. At the same time, it is a catalyst for a serious discussion of the importance of beliefs to the perception of reality. In addition, it focuses on the importance of media input to the formation of beliefs. It is a foundational work for western literature that is often avoided in high school, yet the developmental issues of adolescence make its themes of reality versus fantasy, romantic love, and the quest for adventure particularly relevant to this age.

Focus and Goals

1. To explore how our beliefs affects our perception of reality.
2. To discuss the concept that what we read, watch, and think about affects what we believe about life.
3. To understand the elements of comedy found in Don Quixote.
4. To apply what is learned about beliefs, perception, and reality to personal life through writing.
5. To learn the significance of Cervantes and Don Quixote to literature.

Ways Into the Literature

1. Ask students to write the following Autobiographical Incident Essay:

Writing Situation

Conflicts between friends often occur because two people understand something that is said or done in different ways. For example, what one person intends as a playful jest may be interpreted by another as a serious insult. These misunderstandings sometimes cause great trouble and pain.

Writing Directions

Write an essay about a misunderstanding you had with a friend. Tell specifically what you understood about the situation and what your friend understood about the situation. Describe the conflict. Make your readers feel any pain or humor in the incident. Be sure to include the resolution of the situation.

2. Explain the code of chivalry and the popularity of 16th century chivalric romances.

3. Provide background information on Cervantes' life and times through a time line. Divide the class into small groups. Give each group a country to research. Have them discover what was happening in their country around the year 1600. Each group makes an oral report to class and places their findings on a time line which is displayed on the wall. Have the groups use a world map in their presentation. The following countries and areas provide an interesting comparison:

- (a) Spain
- (b) England
- (c) Italy
- (d) France
- (e) Russia
- (f) China
- (g) India
- (h) North America
- (i) Africa

3. Divide the class into small groups. Give one-half of the groups a slip of paper with the statement, "A person's actions depend largely on the way he or she perceives the world." To the other half of the class give a paper with the statement, "How a person perceives the world depends largely on what he or she believes about life." Instruct each group to gather evidence from their experience which either proves or disproves the statement. Have the groups give oral reports.

Ways Through the Literature

1. If time does not permit the reading of an abridged version of Don Quixote, have students read key selections which include the first section through the adventure of the windmills, Maritornes' trick at the Inn, the adventures of the Knight of the Wood and the Knight of the Mirrors, the adventure of the lions, and Don Quixote's return home and death.
2. Have students keep a log of what Don Quixote says about himself and what others say about him. Discuss Don Quixote's self image.
3. Write the following quotes on the board:

"I know who I am, and who I may be, if I choose."

"Who is more mad; he who is so because he cannot help it or he who chooses madness deliberately?"

"He who is mad without willing it will always remain so."

Divide the class into groups. Ask each group to decide if they think Don Quixote is really insane or if he is choosing insanity as a guise.

4. Discuss with the students that Don Quixote's madness has been brought on by his obsession with chivalric romances. Display several modern romantic novels and have students brainstorm expectations about life and love which might arise from an obsession with those romances. Repeat the brainstorming with television situation comedies.
5. Divide students into small groups to study the episode of the windmills (Putnam Part One, Chapter VIII; Shelton Part One, Book One, Chapter VIII). Ask the groups to discover why this incident is so famous. Have them explore what universal desires and fears the episode invokes. In addition, instruct them to analyze the humor in the passage to determine what techniques Cervantes used.

Ways Beyond the Literature

1. Show the film, Man of La Mancha. Discuss the character of Cervantes in the film as compared with what we know about Cervantes' life.
2. Assign the following composition:

Write a short story of at least three pages which describes a further adventure of Don Quixote. Use the same tone and point of view as the novel. Have Don Quixote encounter a situation where his fanciful perception of reality causes trouble for himself and others. Make the story humorous. Create new characters or use the ones from the book, and do not have any of the characters die.

3. Discuss the following quotation with the students. Ask them how it relates to Don Quixote. Have them consider what scripts adolescents have and how those scripts influence their lives.

Our experience quite literally is defined by our assumptions about life. We make stories about the world and to a large degree live out their plots. What our lives are like depends to a great extent on the script we consciously, or more likely, unconsciously, have adopted.

Carol S. Pearson
The Hero Within
Harper & Row, 1989

2. Assign the following Reflective Essay:

Writing Situation

"A person's actions depend largely on the way he or she perceives the world."

"How a person perceives the world depends largely on what he or she believes about life."

Don Quixote's perception of the world was caused by his reading of chivalric romances. His beliefs spurred him into a lifestyle others considered insane. In a humorous way, Cervantes called our attention to what is true for every person.

Writing Directions

Write an essay about an incident in your life that is an example of the principle of belief, perception, and action found in the quotations above. Begin with one or both of the quotes and then proceed to relate your experience. Reflect on how your experience relates to the general concept. Refine the universal truth and express it strongly at the end of the paper.

3. Using the following poems, discuss the principle of belief, perception, and action. Divide the students into groups.
- (a) "Mirage" by R. P. Blackmur
 - (b) "High Flight" by John Gillespie Magee
 - (c) "Thirteen Ways of Looking at a Blackbird" by Wallace Stevens
 - (d) "Sonnet 29" ("When, in disgrace with fortune and men's eyes,") by William Shakespeare
 - (e) "The Road Not Taken" by Robert Frost
 - (f) "God's Grandeur" by Gerard Manley Hopkins
4. Give each group a copy of the poems "The Road Not Taken," "High Flight," and "Mirage." Have them record what the poet saw, what he believed about what he saw, and what actions he took based on that belief.
5. Assign the essay "The Neglected Art of Being Different" by Arthur Gordon to the class. Have each student write a one page summary of the essay.

Unit Six

4 weeks

The Individual and Society: Right Goals, Wrong Choices Julius Caesar

Rationale

Julius Caesar, appealing to adolescents because of its action, is an excellent sequel to the units on standing alone. It shows what happens to a man, Brutus, who has good goals and tremendous courage but chooses methods to pursue those goals that lead to destruction rather than success. Adolescents need to consider that, in their attempt to establish their own identity and place in the world, they must exercise wisdom in choosing friends and activities. Julius Caesar also opens avenues for adolescents to consider ways they can effectively participate in the democratic processes of our nation.

Focus and Goals

1. To explore the significance of the phrase, "The ends don't justify the means," for the students' personal lives.
2. To understand the historical significance of the subject of the play and the ways Shakespeare manipulated the historical material.
3. To examine the role of friends in motivation.
4. To gain knowledge of Shakespeare and his genius.
5. To apply the themes of the play to the students' role as citizens of a democracy.

Ways Into the Literature

1. Assign the following Autobiographical Incident Essay:

Writing Situation

Goals are an important aspect of successful living. They are powerful motivators that keep us going when life is difficult. Some goals are simple and can be achieved quickly or easily. Other goals are complex and may take a lifetime of effort. Many times our goals are a result of some activity at which we were successful. Sometimes goals grow out of failures or crises.

Writing Directions

Write an essay about an incident which caused you to set a goal for yourself. Describe the setting, the people involved, and your emotions as well as the incident itself. Explain the goal and make sure your readers see how it grew out of the experience. Tell about any progress you have made toward the goal.

2. Have students read the Walter Lippmann essay, "The Indispensable Opposition." Discuss the value of an opposition to the leadership of a nation.

3. Provide background information on Shakespeare and his plays. Emphasize that the time period was the same as that of Cervantes. Refer to the time line established in the previous unit. Fill in details about England during that period.
4. Provide background information on Rome, the Roman Republic, Julius Caesar, the Feast of Lupercal, the Ides of March, the role of portents and prophets, and the Senate. Emphasize the difference between Shakespeare's portrayal of Caesar and the historic Caesar.
5. Ask students to free write for ten minutes in response to the question, "If you knew it would bring about world peace for twenty years, would you be willing to kill your best friend?"
6. Have students read an introduction to the play and take notes on Shakespeare's life, Caesar's life, and other background information. Emphasize notetaking skills.

Ways Through the Literature

1. Have students read the play aloud as a readers' theatre production.
2. Discuss the friendship between Brutus and Caesar. Have students construct a chart which lists their statements about each other. Ask students to write an essay which explains the relationship between Caesar and Brutus.
3. Discuss the methods Cassius uses to influence Brutus to join the conspirators against Caesar. Have students list Brutus' fears about Caesar and his desires for Rome. Assign an essay to be written on Brutus. Ask students to describe his character and his motives for joining the conspiracy. Point out that Brutus is willing to kill his best friend for what he might do rather than for something he has done.
4. Discuss the relationship between Antony and Caesar. Have the students evaluate the type of friendship they have using information from the unit on A Separate Peace.
5. Divide the class into small groups to brainstorm what the conspirators could have done as alternatives to killing Caesar.
6. Have small groups construct a time line of the events of the day of the Feast of Lupercal and the Ides of March.
7. Ask small groups to determine how the group of people around Caesar and the group of people around Brutus influenced them to act.

8. Have students listen twice to an audio tape of Act III, scene ii as they follow in their texts. Afterward, divide the class into small groups to analyze the speeches of Brutus and Antony in these three areas:
 - (a) what they admired
 - (b) what moved them
 - (c) what convinced them.
 Group members make an oral presentation to the class.
9. Divide the class into small groups to study closely Act IV, scenes ii and iii. Ask them to evaluate the friendship between Cassius and Brutus. Have them try to discover what incident sparked the quarrel, what tragedy fueled Brutus' expression of anger, and what communication methods resulted in the friends' reconciliation.
10. Instruct students to analyze Act V, scene v and write character summary paragraphs for Brutus and Antony that take into consideration their words and actions in the final scene of the play.

Ways Beyond the Literature

1. Show a film of the play and compare it with the reading assignments. Stop the film at the following points for discussion:
 - (a) the first conversation of Brutus and Cassius (Act I, scene ii)
 - (b) Brutus' recapitulation of his reasons for joining the conspiracy (Act II, scene i)
 - (c) Caesars' decision to go to the Senate (Act II, scene ii)
 - (d) the speeches of Brutus and Antony (Act III, scene ii)
 - (e) the quarrel scene between Brutus and Cassius
(Act IV, scene iii)
 - (f) the final scene (Act V, scene v).
2. Ask students to search the newspapers for an issue on which they can write to their congressional representative. Have them compose a letter on the issue which expresses their opposition to something that is happening or that is proposed. Use student editors to evaluate the letter and suggest changes. Send the revised letters to the Congress person.
3. Assign students to read the Prosper Merimee story, "Mateo Falcone." After discussing the ending, have the class write an essay evaluating Mateo's goals and principles and suggesting alternative ways he could have achieved his goals.
4. Read the excerpt, "On Patrol," from Born on the Fourth of July by Ron Kovic. Discuss the good goals and wrong choices found in that autobiographical incident. Ask students to consider what motivated the wrong choices. Have students brainstorm ways to handle situations where they may need to make quick choices which might affect their life goals.

5. Have students write their own obituary as if they had lived to be eighty years old. Ask them to include actions, talents, accomplishments, character traits and relationships for which they would like to be remembered. Discuss the importance of goals in building a life.
6. Assign the following Reflective Essay:

Writing Situation

The desire for freedom is a basic human motivation. It motivated Brutus to kill his best friend, Julius Caesar. He was willing to destroy someone he loves to maintain his freedom and the freedom of his country. The desire for personal freedom sometimes causes us to behave in ways which hurt others. We love others-parents, friends, boyfriends, or girlfriends, yet we feel we must sometimes push them away, in effect, destroy them to create the freedom we desire.

Writing Directions

Write an essay in which you reflect on a time when you had to do something to create the personal freedom you desired. Explain the pressure you felt to achieve the goal of freedom. Relate what you did to achieve that goal. Evaluate your actions to determine if your action was appropriate. Could you have achieved the same results in a way which was not hurtful to the other person?

7. Assign students to read Thoreau's "Civil Disobedience," and an evaluation of it such as Gene Bluestein's "Sometimes Dying in Protest Deals a Blow to Violence." Compare the methods of opposition Thoreau proposed with methods used by Brutus and the conspirators. Have students brainstorm situations in the United States the students would like to see changed. Divide into small groups to design effective plans for bringing about changes in a particular situation.

Unit VII

3 weeks

**The Individual and Society:
Everything But Equality
Medea**

Rationale

Following the emphasis on finding the right ways to seek for good goals, Medea presents a primary contemporary issue, the equality of women in society. Underlying the drama of Medea is the injustice of the ancient laws which denied equality and even basic human rights to women. Compounding the issue is the fact that Medea is a foreigner. Many students as adolescents, as females, and as first or second generation residents can identify with the injustice Medea experienced.

Focus and Goals

1. To understand the brutalizing effect of inequality upon the individual and the society.
2. To explore the ways that women and foreigners are treated unequally in our society and to propose ways of addressing the situations.
3. To review the development of ancient Greek drama and to assess Euripides place in that development.
4. To apply what is learned about inequality to personal life through writing.

Ways Into the Literature

1. Assign the following research project topics. Have students report to the class.
 - (a) Jason and the Argonauts
 - (b) The Golden Fleece
 - (c) Medea
 - (d) Women's rights in ancient Greece
 - (e) Greek attitudes toward "barbarians"
2. Have students brainstorm ways the customs, rights, and attitudes of ancient Greece are similar or different from customs, rights and attitudes today. Discuss ways women today are still victims of certain customs and attitudes.
3. Discuss the effect of marital separation and divorce on children. Discuss the issue of child abuse and its causes.
4. Review the information on Greek tragedy given earlier in the Antigone unit and add to it a discussion of Euripides.

5. Assign students the following Observational Essay writing assignment:

Writing Situation

A desire for justice is common. When we see a situation where someone is hurt or injured, or property is destroyed, we want the person responsible to pay or restore the situation.

Writing Directions

Write an essay about a time when you observed a situation that made you feel a desire for justice. Describe the situation in detail. Report the details in such a way your readers feel your sense of injustice.

Ways Through the Literature

1. Assign parts and read the play as a readers' theatre.
2. Divide the class into groups and have them paraphrase the following speech of Medea. Ask the groups to report what they feel Medea is saying and state whether they agree or disagree.

You women have actually come to believe that, lucky in love, you are lucky in all things, but let some mischance befall that love, and you will think the best of all possible worlds a most loathsome place. There ought to have been some other way for men to beget their children, dispensing with the assistance of women. Then there would be no trouble in the world.

3. Ask groups of students to discuss and outline the external and internal conflicts of the play. Have them report to the class.
4. Ask groups of students to define and to differentiate between justice and vengeance. Ask them whether they believe Medea is seeking justice or vengeance. Have them report to the class.
5. Catastrophizing is a typical adolescent response to difficult circumstances. Discuss this concept with the students and have them evaluate Medea's reactions in light of this information.

Ways Beyond the Literature

1. Divide the students into groups to analyze Medea's belief system. Ask them to list what she believes about life, about her relationship with Jason, about herself, and about the gods. Ask them to decide if it is basically a positive or a negative belief system. Discuss the role of negative belief systems in creating a personal gloom-and-doom view of life that often leads to disastrous situations.
2. Assign students the following Reflective Essay:

Writing Situation

"Love may go too far and involve people in dishonor and disgrace."

Love for a person or a possession or an idea may cause a person to lose sight of other people or things or ideas and lead to actions which are later regretted.

Writing Directions

Write about a time when you or someone you know were led, because of love for someone or something or some idea, to do something you or they later regretted. Reflect on the incident and tell what you learned about yourself and about life.



Unit VIII

3 weeks

Which Way to Happiness?

Hedda Gabler

Rationale

Adolescents, particularly females, struggle against many influences that would limit their freedom of choice of life style and career. Hedda Gabler, by Henrik Ibsen, presents the fate of a woman who seeks happiness through manipulation of others and contrasts that life style with two women who have genuine lives, one traditional and service oriented, and the other untraditional. It provides good opportunities to discuss the life style and career choices available to adolescents today, the forces that would limit those choices, and the patterns of relationships which allow for personal growth and development for women and men.

Focus and Goals

1. To understand the life style choices women had in the past.
2. To explore the life style choices women have today.
3. To study the relationship patterns between men and women in the play and to apply these patterns to a study of relationships today.
4. To expand the discussion of drama to include Ibsen and modern drama.

Ways Into the Literature

1. Review the development of western drama from ancient Greece through Shakespeare to Ibsen and modern drama.
2. Have students read the essay "Women: Invisible Cages" by Brigid Brophy.
3. Discuss factors that close doors of opportunity in life instead of opening them.
4. Have students write an essay on happiness in which they explain what they think happiness is, what they feel causes it, and how they plan to be happy in life.

Ways Through the Literature

1. Have students keep a log of the way Hedda relates to each character she meets.
2. Divide students into groups. Ask them to analyze the way George and Judge Brock relate to Hedda. Ask them to draw conclusions about the character of the two men and about Hedda.

3. Juliana Tesman appears stable and fulfilled throughout the play. Have students discuss in groups the source of her happiness.
4. In groups, have students compare and contrast the ways that Hedda, Aunt Julia, and Thea have sought fulfillment and happiness in the world. Only one, Thea, has made any change. Ask students to draw conclusions about what Ibsen might be trying to say about the way women should seek happiness, meaning, and purpose in life.

Ways Beyond the Literature

1. Assign students to read "Chelkash" by Maxim Gorki. Compare the influences which limit the two men with the forces that limit the women in Hedda Gabler.
2. Assign students to read "An Outpost of Progress" by Joseph Conrad. Ask students to consider how the two men in the story are victims of society. Compare and contrast their situation with those of the men in "Chelkash."
3. Have students read the essay "A Worn Path" by Eudora Welty. Divide them into groups to discuss ways the essay could apply to their life and situation.
4. Assign the students the following Reflective Essay:

Writing Situation

Give students a copy of the poem "The Road Not Taken" by Robert Frost.

Writing Directions

Write an essay about a time you chose to do something or to live some way which was different from what others expected or desired you to do. Be sure your readers understand the alternatives of the choice you faced, the emotions you experienced, and the results of your choice. Tell readers if the choice affected your sense of happiness and well-being in life. Reflect on what the experience taught you about life and about yourself.

Unit IX

2 weeks

Looking Backward, Looking Forward

"Neighbor Rosicky"

Rationale

The sophomore world returns to America with Willa Cather's "Neighbor Rosicky." In this short story, students observe a man who has weighed both the rural and urban lifestyles and has chosen life in the country for well-considered reasons. Students use the story as a springboard to consider their own values and the choices of lifestyles which the future offers. It provides an opportunity to make decisions about the way students will pursue happiness in their life.

Focus and Goals

1. To juxtapose the benefits of various lifestyles.
2. To understand the basis for a lifestyle decision one man made.
3. To appreciate the contribution Willa Cather made to American literature.
4. To conclude the year with an opportunity to affirm personal values.

Ways Into the Literature

1. Divide the students into groups. Ask half the groups to defend the virtues of life in the country. Ask the other half of the groups to defend the benefits of life in the city. Conduct a classroom debate with representatives from each group.
2. Discuss Cather's use of juxtaposition as a means of imparting point of view without appearing didactic.
3. Have students interview a person who has recently moved from a rural area to the city or an urban area to the country. Have students compose a list of interview questions that ask about motives, benefits, disadvantages, hopes, and fears.

Ways Through the Literature

1. Have students keep a log of Rosicky's experiences in the city and in the country. Ask them to record his feelings and thought during these experiences.
2. Have students write a paragraph explaining why Rosicky chose to leave the city.
3. Discuss the role of the doctor in the story.

Ways Beyond the Literature

1. Have students write a paper in which they compare and contrast the deaths of the characters in the works studied this year.
2. Have students write a paper in which they explain why Rosicky was so happy.
3. Have students write a paper in which they compare the happiness of Rosicky with the feelings of other characters studied this year. Ask them to draw some conclusions about the reasons for the differences between the characters.
4. Ask students to write an end of the year composition based on the following prompt:

Writing Situation

This year you have evaluated the lives and values of many characters. You have probed into the motives and emotions of those characters. You have seen how they struggled for what was right and true in their pursuit of a good life. Some were successful and some were not.

Writing Directions

Write an essay in which you draw some conclusions about how you will pursue your quest for a good life. Discuss your values, goals, and motives. Write about more than the acquisition of possessions. Refer to works read this year to describe what your quest will be like or will not be like. Mention characters from whom you learned something to do or to avoid in life. Try to give your a reader a clear view of the kind of person you are and of the lifestyle you want to follow.

Shadowy Dawn

Darkened sky
Grey trees so high
Hard, cold earth
Is this the end or my rebirth?
So long my walk
I hear nothing but my mind talk.

Friend, why look so blue?
You have me and I have you.
Here we stand in a place so wide
There is hardly any room to hide.
I threw rocks into the oncoming dawn.
I looked back and you were gone.

Efren J. Meraz

Student poem in response to A Separate Peace



Help

Women
Far and lonely.
Horseman, the moon is full.
Money in my saddlebag.
The bus may come by
But they'll never know.

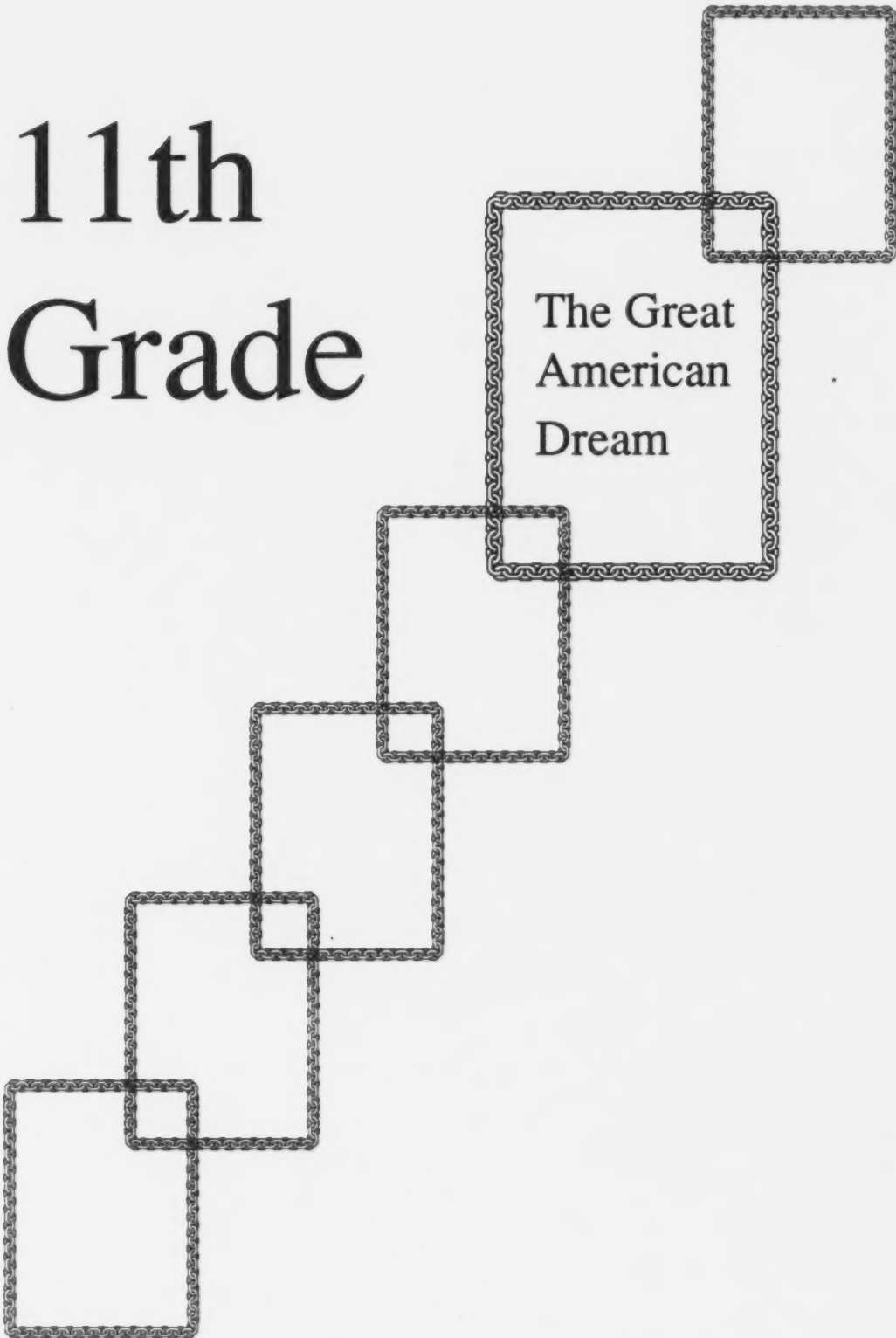
From the land and wind
Horseman, the moon is red.
Death is looking at me
From every tree.

The bus ride is long.
Oh, my horseman,
Death is near.
Find me before I get there.

Lupe Gomez

Student poem in response to Hedda Gabler

11th Grade



The Great
American
Dream

Juniors

Introduction

The Great American Dream

In the junior year students evaluate and identify their place in America. Students examine questions about their culture through readings, compositions, research, journals, and discussions in this unit. Racial and cultural stereotypes are defined and evaluated in ways which reveal their injustice. In the journal entries students compare and relate the experiences of True Son to their own lives.

In their compositions students should integrate the reading, the journal thoughts, and the class discussions to assess their own identities within the American culture. CAP writing prompts in both the "Speculation about Cause and Effect" and the "Controversial Issues" modes encourage students to make conclusions about the role of cultural identity in their personal life and in their lives as Americans.



"I know what I know and I write it." Octavio Paz

Unit I

2 weeks

Identity: What is an American?

"What is an American"

Rationale

The junior year focuses on American literature and themes. This first unit addresses the question, "What is an American?" Students examine this question, and through interaction with the literature, they develop individual answers.

Focus and Goals

1. To experience various ideas about America through selected literature.
2. To analyze the "American Dream."
3. To examine immigration policies and determine their purpose, nature, and effect.
4. To learn data collecting skills through a personal interview.
5. To develop personal awareness of what it means to be an American.

Ways Into the Literature

1. Play and discuss a recording of Frost's poem, "The Gift Outright."
2. Have students choose one quality they feel is particularly American and explain in a brief essay why they feel it is American.

Ways Through the Literature

1. Read the list of virtues from Franklin's Autobiography and discuss them as traits of an American.
2. Read Crèvecoeur's "What is an American?" and compare the points he makes with the essays written by the class.

Ways Beyond the Literature

1. Divide the class into small groups and assign readings and reports on "What is an American?" from the following readings:

Baldwin, James, "Letter to my Nephew"
 Chang, Kuangchi C., "Garden of My Childhood"
 Cullen, Countee, "From the Dark Tower"
 Dickens, Charles, Martin Chuzzlewit excerpts
 Hughes, Langston, "Let America Be America Again"
 Lazarus, Emma, "The New Colossus"
 Longfellow, H.W., "To a Driving Cloud"
 Michener, James, Alaska, excerpt about the Eskimo
 Olivera, Richard, "The Immigrant Experience"
 Salazar, R.F., "The Other Pioneers"
 Schuffler, R.H., "Scum of the Earth"
 Traditional Chippewa poem, "A Song of Greatness."

2. Assign groups to discuss immigration policies. Ask students to discuss whether they are for liberal or restricted immigration policy. Have each group take one side and list the arguments in their journals.
3. Have each student make a list of questions for a personal interview of someone who immigrated to America. The list is to be kept in the journal. Students will interview someone (not a classmate) to develop responses to the questions. These responses will be kept in the journal and will be turned into a paper later in the year.
4. Have students view the video The Jazz Singer. Discuss the sacrifices a person experiences when leaving his or her land. Discuss the dreams a person might have about coming to America.

Unit II

6 weeks

Conflicts and Values**The Light in the Forest****Rationale**

The Light in the Forest initiates the basic themes which will be discussed throughout the junior year. Because all of our students are living in a multicultural society, they face conflicts similar to those in the novel. America is, as de Tocqueville noted, a society of nations as well as a society of individuals. Our students need to consider their place within their culture and within America. The Light in the Forest depicts a young man faced with two contrasting cultures, the American Indian and the Colonial English.

Focus and Goals

1. To present a person faced with a choice between two cultures and to relate the situation of the students to that choice.
2. To assess the differences in values of the American Indians and the early settlers in English Colonial America and to enable students to compare their values to the values of the cultures of other students.
3. To recognize racial prejudice in the novel and in contemporary society and to allow students to formulate plans for dealing with prejudice in their personal lives.

Ways Into The Literature

1. Discuss the meaning of stereotype. What is the stereotype of an American Indian? How did this stereotype evolve?
2. Have students read "Rescue" from The Deerslayer by James Fennimore Cooper. Discuss Cooper's contribution to current literature, movies, and television:
 - (a) the hero who faces mental and physical hazards
 - (b) the staunch, fearless hero
 - (c) the Indian companion
 - (d) the last-second rescue.
3. Assign students to research the background of The Light in the Forest.
 - (a) Read an historical account of Colonel Bouquet's expedition to escort the white Indian captives back to their families.
 - (b) Discuss the French and Indian War. Discuss the return of the Indian white captives to their families and their treatment by their families and communities. Discuss the treatment of Indians who were brought as exhibits into white society.

4. Have students read "Attack!" by Mary Rowlandson. Have students copy this quote into their journals:

"I had often before this said that if the Indians should come, I should choose rather to be killed by them than be taken alive; but when it came to the trial, my mind changed; their glittering weapons so daunted my spirit that I chose to go along with those (as I may say) ravenous bears than that moment to end my days."

Later the students will apply this quote to True Son in The Light in the Forest.

5. Discuss the many cross-cultural environments in which we live
(Spanish-Anglo, Portuguese-Anglo, Black-Anglo, teen-adult, teen-child).



Journal Entries

1. Think about a cross-cultural aspect of your life. Write about your situation and how you cope with any problem it causes.
2. Think about what you have observed about a person you know who is a cross-cultural situation. How do they solve their problems?
3. True Son is forced to do something he doesn't want to do. Write about a time when you were forced to do something you did not want to do. What was the outcome?
4. Write about True Son's feelings about being returned to his white family. What were the reasons for his feelings?
5. How far back can you remember? Tell about the earliest incident you can remember. Compare your memory to True Son's memory.
6. Explain the gifts his Indian family gives or sends to True Son.
7. True Son is ashamed of his white father. Have you ever been ashamed of a relative or a close friend? Explain what happened.
8. How do we hide our feelings from others? How does True Son/John Butler hide his feelings? Why?
9. Explain the difference between the Indian clothing and the clothing given to John by the Butler family. Why is there so much difference?
10. What is your favorite way of dressing? Why?
11. John Butler notices many differences between the place of a woman in an Indian society and in a white society. Discuss his observations.
12. Explain the differences between True Son's Indian religion and John Butler's English religion.
13. Half Arrow and True Son spend an idyllic time in the forest before completing their homeward journey. Tell about a hunting or camping trip you have been on, or if you have never been on one, tell what you imagine one to be like.
14. After reading chapter twelve, predict the ending and the reasons for your prediction.
15. Have you ever been faced with two decisions both of which were unfavorable, and you had to make a choice? Tell about this time. Which choice did you make? Do you think now as you look back that it was the correct choice?
16. Cuyloga, True Son's Indian father, and Harry Butler, his biological father, are very much alike, even though outward appearances seem to show otherwise. Tell how they are alike.
17. Why does Johnny feel constricted when he returns to his white home?

Ways Through the Literature

1. Call on students to read parts of the book aloud. Discuss the author's use of juxtaposition of description written from the Indian point of view and the white man's point of view.
2. Discuss Indian values versus the white man's values. Consider these areas: behavior, economics, friendship, religion, and education.
3. Ask students to consider the quotation copied from "Attack!" How does it apply to The Light in the Forest?
4. Discuss the meaning of the quote: "Do not judge another man until you have walked a mile in his shoes"? Apply this discussion to the story.
5. Ask students to share some journal writings with others in the small groups. Compare personal experiences and ideas.
6. The African-American slave Bejance tells John Butler (True Son), "No, I'm never free from the white folks. And neither are you or your brother. Everyday they drop another fine strap around you. Little by little they buckle you up so you don't feel it much at one time. Sooner or later they have you all hitched up, but you got so used to it by that time that you hardly know it." Ask students to explain what Bejance is talking about and explain how what he said happens to True Son. The essay should be well supported with examples from the story.

Ways Beyond the Literature

1. Have students read "This Sacred Soil" by Chief Seattle. Discuss the Indian and white values implied. Read part of this selection aloud to experience the stately Indian style.
2. Have students read "My heart feels like bursting" by Satanta. Discuss the meanings and feelings of the Indians. Discuss their values. Read part of the selection aloud to hear the language.
3. Have students read "I Will Fight No More Forever" by Chief Joseph. Discuss the meaning of this speech. Read part of this aloud. Compare the language to the two other selections already read.
4. Discuss Indian contributions to American society. Consider designs, architecture, words, food, dances, art, literature, agriculture, hunting, and other aspects of Indian life.
5. Assign students to write a comparison/contrast paper which analyzes Indian and white

values regarding these four areas: behavior, economics, friendship, and religion.

6. Assign students to research a particular Indian tribe. Tell how the white man treated this tribe. What are the circumstances of this tribe today? The report may be in written or oral form. Suggestions for the tribe include Crow, Shoshone/Blackfeet, Seminole, Mohicans, Mohawk, Paiute, Yokut, Cheyenne, Apache, Miwuk, etc.
7. Assign students to research the life of a well-known Indian such as Pocahontas, Sacajawea, Chief Joseph, Chief Seattle, Geronimo, etc.
8. Assign students to write a "Report of Information" essay which discusses Indian contributions to American society. Consider art, economics, literature, food, etc.
9. Assign students to draw pictures illustrating one or more scenes from the book. The picture should include a quotation from the book or an appropriate caption.
10. Speculate with the students about the outcome of the story if Half Arrow and Little Crane had not come to see True Son.
11. Speculate about what happens after the conclusion of the book. What happens to True Son?
12. Discuss why the Indian life in the book is or is not possible in today's life. How have the Indians changed as a result of white man's society?
13. Ask students to write an essay in which they tell the culture they would choose (Indian or white) if there were no restrictions such as True Son/John Butler had at the end of the book.

Unit III

9 weeks

The Individual and Society The Adventures of Huckleberry Finn

Rationale

The Adventures of Huckleberry Finn was selected for inclusion in The Great American Dream because it shows a boy and a man searching for their place of personal freedom. They run away from a society that attempts to confine and restrict them. Students are searching for their place in our modern society. Many feel a strong desire to run away in their search. Seeking personal freedom, students run away in many ways without actually leaving home.

Focus and Goals

1. To trace Huck's growth from naive irresponsibility to involved concern with his fellow man.
2. To analyze a variety of characters in the novel and explain how each represents real human traits.
3. To study the conflicts between the demands of society and the individual needs of Huck and Jim and to make application to the lives of the students.
4. To find examples in the novel which illustrate basic honesty, harmless or necessary deception, and gross hypocrisy.
5. To contrast the innate decency and nobility of Huck and Jim with the pretensions of the upper social classes.
6. To understand the novel's answer to the question, "What is an American?"

Ways Into the Literature

1. Read a selection from Mark Twain's Life on the Mississippi to help students appreciate the author's writing style and to help students learn something about the Mississippi River.
2. Show the video, The Adventures of Tom Sawyer. Have students be prepared to retell the plot in their own words and to tell the differences between Huckleberry Finn and Tom Sawyer. Call the students' attention to the type of society surrounding Huck.
3. Read excerpts from Twain's autobiography to the students.
4. Assign students to read to the class various poems and songs about the Mississippi River. Instruct them to listen for various names for the Mississippi.
5. Show excerpts from Show Boat and Centennial and discuss life along the river.

6. Assign students to interview someone who has experienced discrimination because of their racial or ethnic background, sex, age, or religious beliefs. The interview should be written as a feature story for the school newspaper or reported orally to the class.
7. Have students discuss in small groups a time when they experienced or observed prejudice.
8. Ask students to brainstorm in small groups to derive a list of terms students use to stereotype other students. In their journals, have them speculate about why people label other people and what its effect is on both the labeled one and the label maker.
9. Assign the students an essay in the Controversial Issues style.

Writing Situation

People often face situations where they feel pressure to do something that is illegal or that they consider immoral. Some people do what the group is doing because they do not want to appear different. Others feel laws and morals must take second place to the needs of the group or of the individual at the moment.

Writing Directions

Write an essay in which you explain what you believe about laws and morals. Should there be standards which should always be obeyed? Do they need to be flexible and altered with the needs of the group and the situation? Using a specific experience you have had, examine how you acted in a situation where you felt pressure to violate the law or to disregard your morals. Explain how your actions illustrate your true beliefs about this issue.

10. Assign students an essay in the Speculation about Cause and Effect style:

Writing Situation

Each year thousands of adolescents run away from home. They rebel against parents, school, and other aspects of society. Sometimes the results are disastrous. However, many adolescents feel the pressures they face are too overwhelming to handle except by escape.

Writing Directions

Write an essay in which you speculate about the reasons why adolescents run away. Discuss pressures adolescents feel. Draw on specific incidents you know about to illustrate the way that a desire to run away builds in the mind of an adolescent.

Ways Through the Literature

1. Assign students to read The Adventures of Huckleberry Finn by Mark Twain.
2. Read Whittier's poem, "Telling the Bees" to the class. Discuss the custom mentioned in the novel.
3. Read parts of the book aloud so that the students can become acquainted with Twain's use of dialect. Discuss why he uses dialect. Ask the students how they feel it adds or detracts from the novel.
4. Have the students keep a reading log during the reading of The Adventures of Huckleberry Finn. Have them use it to summarize plot, record impressions, note questions, make connections with their own experience and the experiences of others they know, and copy quotations from the text.
5. Read the passage about sunrise in Life on the Mississippi, Chapter XVII, to the class, and compare it to the description in The Adventures of Huckleberry Finn at the beginning of Chapter 19.
6. Read the passage about the storm in Life on the Mississippi, Chapter LI, to the class, and compare it to the description in The Adventures of Huckleberry Finn, Chapter 20.
7. Point out the Mississippi River on the map of the United States. Show pictures of the river. Many students have difficulty imagining the great size of the Mississippi. Point out slave and free states, Hannibal, and other places in the setting of the novel.
8. Have individual students or groups compose a dictionary of slang and dialect words and phrases found in The Adventures of Huckleberry Finn.
9. Assign individual students or groups to create an oral report on river travel on the Mississippi during the steamboat days.
10. Have students keep a list of superstitions and different customs mentioned and practiced in The Adventures of Huckleberry Finn. When the entire novel has been read, ask the students to prepare a paper classifying these superstitions and telling the effect that they had on the lives of the characters.

11. Form the students into groups of four or five and have them select a particular theme or idea from the novel on which to focus. The groups will become experts on this aspect of the novel and can be called upon by the rest of the class to provide information. At the end of the unit, each group will participate in a panel discussion and field questions from the rest of the class. Following are possible areas of focus:
 - (a) the role of women
 - (b) the theme of isolation and loneliness
 - (c) religious conformity
 - (d) the symbolism of the river- compare to the river in The Light in the Forest, A Separate Peace, and Siddhartha
 - (e) the life of Mark Twain during Civil War times
 - (f) history of slavery in the United States
 - (g) history of censorship of The Adventures of Huckleberry Finn
 - (h) the Mississippi River- its importance then and now
 - (i) medicine shows, theatrical shows, and showboats of the time
 - (j) the abolitionist movement.
12. Assign groups to dramatize the following passages from the novel and to present them to the rest of the class:
 - (a) Pap's denunciation of government (Chapter 6)
 - (b) Huck's conversation with Mrs. Loftus (Chapter 11)
 - (c) Huck and Jim's debate (Chapter 14)
 - (d) the King and the Duke's rehearsal on the raft (Chapter 21)
 - (e) Sherburn's conversation with the lynch mob (Chapter 22)
 - (f) Huck's conversation with Harelip about life in England (Chapter 26).
13. Assign the following short essay questions:
 - (a) What are the qualities of royalty which Huck believes make their king and duke as truly royal as any in history?
 - (b) Where does the king get the information he needs to swindle the Wilks girls?
 - (c) What upsets the Wilks girls in the settling of their uncle's estate by the king?
 - (d) How do Huck, the king, and the duke escape from the crowd when Peter Wilks' body is uncovered?
14. Assign students an essay in the Autobiographical Incident style.

Writing Situation

Sometimes people lie or stretch the truth in order to protect themselves or others. The intention of such a lie is not to harm others but to save themselves or others from embarrassment, humiliation, or punishment.

Writing Directions

Write an essay about a time when you were compelled to tell a lie to protect yourself or someone else. Give the background to the incident. Tell what happened, what the lie was, and the immediate and final consequences of the episode. Be sure to include your feelings before, during, and after the lie was told. Change names to protect the innocent!

15. Employing the style of a newspaper reporter, write an account of the following incidents as they might appear in a local newspaper of the time:
 - (a) Huck's "murder"
 - (b) the elopement of Sophie Grangerford and Harney Shepherdson and its consequences
 - (c) the attempted swindle of the Wilks sisters
 - (d) Jim's escape from the Phelps' farm.
16. Instruct the students to choose one of the following topics and to write an essay showing how the topic is portrayed in The Adventures of Huckleberry Finn:
 - (a) The Search for Identity
 - (b) Freedom versus Responsibility
 - (c) The Individual in Conflict with His Society
 - (d) The Conflicting Demands of Friendship and Duty.
17. Show the video of "The Man Who Corrupted Hadleyburg." Assign the students to write an essay which explains how the people in this story are the same as those whom Huck met along the Mississippi. Instruct the students to continue the paper by providing instances to prove that people today are just as gullible and greedy as they were when Huck traveled the Mississippi.
18. After the students read the part of the novel in which Colonel Sherburn shoots down Boggs, ask the students to write an essay which explains Twain's attitude toward democracy.
19. Discuss comparisons and contrasts between St. Petersburg and the students' home town.

Ways Beyond the Literature

1. Discuss how Twain's alternation of the shore and the river establishes a recurring motif of death and rebirth in the novel. Ask the students to find examples in the novel which illustrate this theme.
2. Discuss how Twain uses the recurring motif of money and personal gain as a catalyst to show the evils of society. Ask students to find specific examples and quotes from the novel which illustrate this theme.
3. Discuss how Twain uses Tom, Huck, and Jim to represent three levels of mankind: civilized man, natural man, and primitive man. Ask the students to find examples and quotes from the novel to support these ideas.
4. Discuss how Twain satirizes the institutions of slavery, religion, and aristocracy in the novel. Show how Huck struggles with his conscience and his heart to arrive at certain conclusions about these institutions. Have students find specific quotes and examples which illustrate Twain's opinions about the institutions.

5. Discuss the romantic and realistic characteristics of the novel. Have students find relevant passages.
6. Discuss Twain's view of men, women, and children in society. Have students search for illustrative examples and quotes.
7. Discuss The Adventures of Huckleberry Finn as a microcosm of American society.
8. Assign students extended reading book reports on Uncle Tom's Cabin, John Brown's Body, and Show Boat.
9. Assign the following essay:
 By the time The Adventures of Huckleberry Finn was published in 1884, Jim had been "free" for many years. Research what life was like for African-Americans in the postbellum South. Describe a day in the life of Jim, a freed slave. Where would he live? What kind of work might he be doing? How much money would he earn? How much personal freedom would he have? How would whites treat him? The paper might take the form of a diary. It might be written from the point of view of a white Southerner justifying his or her treatment of Jim or from the point of view of a white or African-American Northerner appalled at conditions under which freed slaves live.
10. Ask the students to imagine that Jim and Huck meet again as old men. Have them consider what might have happened to them in the intervening years and write a dialogue between the two old friends. The essay should include their attitudes, experiences over the years, and reflection on the adventures in the novel.
11. Assign the following essay:
 Every time this country has gone to war, African-American men and women have fought to preserve democracy and returned home to find that it did not extend to them. American soldiers of Japanese descent fought in World War II while their families were being held in concentration camps all over the West. Women still earn, on the average, fifty-nine cents for every one dollar that men earn. In this country, there is discrimination against the old, the poor, and the disabled. If you were writing a novel about an injustice which you wanted to see ended, what might it be? Write a letter to a potential publisher outlining the plot and purpose of the book.
12. Have the students write a dialogue between Jim and an African-American man or woman of today. They should discuss how things have changed or remained the same.

13. Using their notebooks and journals, have students do the following assignments:
 - (a) Although Huck is generally an honest and reliable narrator, his understanding of reality is occasionally limited by his own innocence. Sometimes the reader sees and understands things Huck misses completely. Using this idea as a premise, discuss the various ways Huck reveals his limited understanding of reality. Explain why Twain has created Huck this way. Cite and explain as many examples as you can.
 - (b) Why is The Adventures of Huckleberry Finn more than a picaresque novel? In answering this question, identify and discuss some of the literary elements present in the novel such as themes, structural unity, and point of view. Cite and explain as many examples as you can.
 - (c) Show how Huck's conscience is deformed by social misteaching. Cite and explain as many examples as you can recall.
 - (d) Show how money and personal gain are primary motivating factors in the novel. List examples and find supporting quotes from the story.
 - (e) Discuss how the novel shows man's inhumanity to man. Give as many examples as you can and explain them. Avoid citing instances of cruelty to animals.
 - (f) Using the river as one of the primary symbols of the novel, show how the author uses it in various ways and how this use adds depth and meaning to the novel.
14. Ask students to pretend they are journalists who meet Jim at the end of the novel. Write an interview with him.
15. Ask students to pretend that they have met Huckleberry Finn after the adventures are over. Write a letter to a friend describing him.
16. Show the film of Huckleberry Finn to the class. Have the students compare and contrast the movie and the book. Discuss opinions about why the movie is so different from the book.
17. Ask students to summarize thoughts about what Mark Twain would say is the definition of an American.



Unit IV**7 weeks****The Individual and Society**
The Scarlet Letter**Rationale**

The Scarlet Letter by Nathaniel Hawthorne provides students with a view of the Puritan society which has influenced American values and culture. Hawthorne, a descendant of the Puritans, addresses the community's power to mold and shape the individual, the individual's struggle with conscience and strong emotions, and society's perennial need for scapegoats. Both the historical and personal perspectives of the novel are important. Without an understanding of the beliefs and practices of the Puritans, it is impossible to understand the American experience. Without an understanding of the struggle between personal values and the needs and the values of a community, students will remain confused at the reactions some of their activities elicit.

Focus and Goals

1. To examine Puritan values and their lasting effect upon American values.
2. To view the Puritan society and its effect on the individual in colonial times.
3. To recognize the molding and shaping of the individual within the Puritan community.
4. To analyze the strong emotions of revenge, guilt, and repentance.
5. To discuss modern "Dimmesdales" and current scapegoats.
6. To confront the issue, "How far does society go in shaping the individual?"

Ways Into the Literature

1. Have students listen to and take notes from lectures on Puritanism by Arthur Miller and Joe McCarthy.
2. Assign students the Hawthorne short story, "Feathertop," and discuss the shallowness of the people in the story.
3. For background to the thought patterns of the Puritans, ask students to read "The Devil and Tom Walker" by Washington Irving and "A Witch Trial at Mt. Holly" by Benjamin Franklin.
4. To introduce the struggle between the individual and society, have students listen to Martin Luther King Jr.'s "I Have a Dream" speech, read King's "Letter from a Birmingham Jail," and read excerpts from Thoreau's "Civil Disobedience."
5. Give students an outline of both Calvinism and Puritanism. Point out differences between the two religions. Discuss the American connection involved with the struggle these religions faced in Europe.

Ways Through the Literature

1. Play the audio tapes of The Scarlet Letter while the students follow along in their books.
2. Discuss Hawthorne's view of romanticism: reality is mixed with the imaginary to expand to the TRUTH or the place of romance.
3. Have the students choose one of the four main characters, Hester Prynne, Pearl, Rev. Dimmesdale, and Roger Chillingsworth, and write about that character each day before the reading. These characterizations are to take the place of the journals.
4. Use the following prereading questions:
 - Chapter 1 - Both the prison and the cemetery are examined in this chapter. What does each represent? Hawthorne contrasts these two images with the wild rosebush. What does the rose bush represent? Does Hawthorne, at this point, give humanity any hope?
 - Chapters 2 & 3 - Describe Hester Prynne's character in these two opening chapters.
 - Chapter 4 - What is the secret Hester must keep?
 - Chapter 5 - What is Hester's sole means of support? What other work could she perform?
 - Chapter 6 - Describe Pearl. What are Hester's fears about Pearl?
 - Chapter 7 & 8 - What does Pearl know?
 - Chapter 9 - Describe Roger Chillingsworth.
 - Chapter 10 & 11 - What is happening to Rev. Dimmesdale?
 - Chapter 12 - What does Pearl ask of Dimmesdale? Why won't Dimmesdale do as Pearl asks?
 - Chapter 13 - How does Hester's image change?
 - Chapter 14 - What does Hester ask of Roger Chillingsworth?
 - Chapter 15 - What question does Pearl ask of her mother?
 - Chapter 16 & 17 - What does Hester go into the forest to do?
 - Chapter 18 - What are the principles that operate in the forest that don't operate in society?

- Chapter 19 - Describe Dimmesdale. What do you think of his character? What kind of a man is he?
 - Chapter 20 - What change has Dimmesdale undergone?
 - Chapter 21 - What does Hester discover?
 - Chapter 22 - Hawthorne prepares us for the climax of The Scarlet Letter. What does he do to relate to his reader?
 - Chapter 23 - From what has Dimmesdale escaped? There are three scaffold scenes in the book. Why is that significant?
 - Chapter 24 - Why didn't Hawthorne end the book with Chapter 23? Hawthorne says hatred and love are so close they are essentially the same. What does he mean by that?
5. Divide the class into groups of three or four students. Have each group draw one of the following scenes:
- (a) The prison cemetery and rose bush.
 - (b) The scaffold scene-
 - (1) Hester with baby
 - (2) Hester, Pearl, and Dimmesdale at midnight seven years later
 - (3) The final scaffold scene
 - (c) The Governor's Hall
 - (d) A map of the community including the forest, church, cemetery, prison, scaffold, governor's house, and Hester's cottage, with a legend.

Ways Beyond the Literature

1. Assign a two hundred word essay. Give the students their choice of one of the following topics. Instruct them to use incidents from The Scarlet Letter to support their essays.
 - (a) The final scaffold scene is symbolic of salvation. Which characters are saved and which characters are not saved?
 - (b) Hawthorne addresses both individuals and society. What does he say about each? Does Hawthorne give humanity any hope?
 - (c) Hawthorne sets the book in the community of Boston. Why does Hawthorne take Hester, Pearl, and Dimmesdale into the forest? What does the forest represent?
2. View the video for The Scarlet Letter.

3. Have students read poems by Emily Dickinson. Give the background of her life and explain her relationship with the minister.
 - (a) #249 "Wild Nights"
 - (b) #324 "Some Keep the Sabbath Going to Church"
 - (c) #640 "I Cannot Live With You"
 - (d) #712 "Because I Could Not Stop for Death"
4. Have students write a characterization of one character from The Scarlet Letter.
5. Make the following writing assignment:

You have been writing about one of the four major characters (Hester, Pearl, Dimmesdale, or Chillingworth) in the Scarlet Letter. Write a three hundred word essay on your character which includes the following points:

- (a) A brief description of the character.
- (b) A discussion of relationship between the character's name and the qualities they possess. (The names of the characters are closely tied to the nature of the character's personal qualities.)
- (c) A discussion of the role the character plays in the novel.
- (d) A discussion of the sins the character commits.
- (e) A discussion of the symbols connected with the character.
- (f) An analysis of how the character changes from the beginning of the novel to the end.
- (g) An evaluation of whether the character has obtained salvation in the final chapter and how that salvation is obtained. (The theme of finding salvation runs through the entire novel.)

Alternate Unit IV

4 weeks

The Individual and Society

The Crucible

Rationale

As an individual in American society, Huckleberry Finn met many types of people in his travels, but the social conscience of the people was handed down mainly from Puritan morality. To understand America, it is essential to understand the Puritan ethic and the way it has influenced people to oppose those who differed from it. Students need to understand that the Puritan morality was a standard used to answer the question, "What is an American?" In this unit they will view the historical impact of that answer on the life of the individual and evaluate it in the contemporary setting.

Focus and Goals

1. To identify the conflicts in Salem during the witch trials and to compare them to today's conflicts.
2. To recognize John Proctor's internal conflicts and to compare them to the conflicts of people today.
3. To identify Arthur Miller's social criticism as it is revealed in The Crucible.
4. To note the topical and the universal significance of The Crucible.
5. To note the disastrous consequences upon the community and the individuals brought about by the mass hysteria of the witch trials and to apply this information to present day conditions.
6. To recognize the hypocrisy of the officials and the people of Salem during the witch trials and to compare it to present times.
7. To observe Danforth's abuse of the legal process of his times and to compare this abuse with examples of legal injustice in modern times.

Ways Into the Literature

1. Discuss with students Puritanism, Arthur Miller, Joe McCarthy and McCarthyism. Assign groups to make oral reports on these topics.
2. Assign groups to read the following and make reports to the class:

Bradford, William, "They Knew They Were Pilgrims"
 Edwards, Jonathan, "Young Puritan's Code"
 Franklin, Benjamin, "A Witch Trial at Mt. Holly"
 Hawthorne, Nathaniel, "Feathertop" (to show the shallowness of the people)
 Irving, Washington, "The Devil and Tom Walker"
 King, Jr., Martin Luther, "Letter from Birmingham Jail"
 Thoreau, Henry David, "Civil Disobedience" (excerpts).

3. Play a recording of Martin Luther King, Jr.'s speech, "I Have a Dream." Discuss reactions of people to the speech.
4. Have students produce classroom simulation, Witch Trials: Crisis in Fear.
5. Discuss the concept of conflict in literature: man against man, man against nature, man against himself, man against society. Explain that each of these conflicts is present in The Crucible.
6. Discuss the concept of tragic hero. Point out that John Proctor is the tragic hero of The Crucible.
7. Assign the following essay to be written in the Reflective Essay style:

Writing Situation

From advertisers to parents, people are always trying to influence our lives. Our peers are particularly powerful influences upon our lives. We have a need to be accepted and to belong. Naturally we want to do what others around us are doing in order to fit in.

Writing Directions

Write an essay in which you reflect on an incident when you were influenced by peers to do something. Explain the situation and your feelings. Explore your ideas about why you felt the desire to do what your peers suggested. Generalize about the causes of peer pressure and the source of its power in our lives.

Journals

1. Write about someone in history who sacrificed his life for a cause.
2. Write about a cause or belief for which you feel you would give your life.
3. Do we owe other people anything? Do they owe us anything?
4. What defenses do you use when you feel pressured to do something that you don't want to do?
5. Is it more important for you to please yourself or others?
6. Write about what happens to a person when he or she does not join in doing what everyone else in the group is doing.
7. Write about an aspect of your life that makes you different from others.
8. Write about a time you were afraid of what another person might do to you.
9. Seneca said, "All cruelty springs from weakness." Tell why you agree or disagree.
10. Why do people act differently in a group than they do when alone?
11. Write about a time you felt guilty. What did you do to stop the feeling?
12. Write about someone in the community who is considered different or strange.
13. Why are some people afraid of others who think differently than they do?
14. Does evil originate within a person or from a supernatural force or being?
15. Write about a time you saw someone being cruel to another person?

Ways Through the Literature

1. Assign students to begin reading The Crucible. Assign parts and read as readers' theater in class.
2. Before reading the play, assign each student a character. Each student will keep a written account of his character in the play. Ask students to record what is said about the character from the other characters' points of view, how others treat the character, what the character says, and what the character does. The student becomes the class expert on this character.
3. Have students read "The Lottery" by Shirley Jackson. Compare and contrast it to The Crucible.
4. Show video of The Crucible produced by the CSU, Stanislaus Drama Department.
5. Ask the students to write a short story about someone who was mistakenly accused of doing something wrong. The story must have a conclusion which resolves the situation.
6. Divide the class into small groups. Assign research projects on the following topics and have the groups make oral reports:
 - (a) witchcraft in America today
 - (b) religious freedom
 - (c) mass hysteria
 - (d) the rights of the accused
 - (e) the right of dissent
 - (f) dissent in America today
 - (g) an historical scapegoat.
7. Divide the class into groups. Give the groups the following assignment:

Miller shows us that there is a natural explanation (not a supernatural one) for the tragic loss of life in Salem. Each group in the class selects one of the following motivations and shows how it operates in the various characters of the play:

(a) jealousy; (b) greed; (c) vengeance; (d) ambition; (e) fear.

Work in groups to gather information and then present findings to the class. You might begin by clustering your information and then organizing it into a cohesive presentation.
8. At the end of Act I, have small groups discuss what they think will happen. At the end of Act II, the same groups discuss how their thoughts about the ending have changed. At the end of the play, they meet again to discuss their prediction.

Ways Beyond the Literature

1. Discuss the concept of "scapegoat." Have students write about a contemporary scapegoat.
2. Discuss the views of America presented by Richter, Twain, and Miller. Assign a comparison/contrast essay in which students describe the authors' viewpoints about strengths of American society.
3. Have small groups select and rehearse brief scenes from the play. Then have them present the scenes to the class.
4. In small groups, students rewrite the play to fit a modern setting. Have them assume that witchcraft is still a capital offense. Students produce their script and perform it for the class.
5. In small groups, have students select one character they feel was tested. Ask the groups to discuss whether he or she passed the test and to be ready to defend their answers before the class.
6. Divide the class into small groups and ask them to decide who the bravest characters are in the play and why.
7. Assign small groups to compare the ideas presented in The Crucible with those presented in Thoreau's "Civil Disobedience."
8. Discuss the meaning of the title. Explain what the crucible represents. Evaluate whether it is a symbol and if it is, whether it is an appropriate symbol.
9. Assign small groups to relate people in the play to people today: petty disputes, law suits, land disputes, getting others into trouble, the wealthy needing special treatment. Have the groups report to the class.
10. Have the class read Stephen Vincent Benet's "Trials at Salem." Compare the content of the play to the factual account of the trial.
11. Have the class read Arthur Miller's "On the Nature of Tragedy," and discuss whether or not John Proctor is a tragic hero.
12. Have the class read Stephen Vincent Benet's "The Devil and Daniel Webster" in short story or play form. Discuss the Puritanism in the story.
13. Using the notes taken in Through the Literature #2, have students interview each other about the character assigned to them.
16. Ask students to rewrite the ending of the play based on Mary Warren not succumbing to peer pressure.

17. Have students write a letter to a character in the play and tell him how they feel about his or her behavior, ideas, and character in general.

18. Make the following composition assignment to the class:

Pretend you were living in Salem during the time of the trials. Write a letter to a friend in Boston telling what has happened. Did you have a part in it yourself? Was a member of your family accused?



Unit V

7 weeks

The Individual and Society: Part Three

The Great Gatsby

Rationale

The Great Gatsby by F. Scott Fitzgerald presents several themes important in understanding America. It portrays the conflict between the search for personal success and fortune and the pressure to be true to personal moral identity. Students relate to the love theme, the party atmosphere, and the search for a "good time" in life. Caught up in the atmosphere, they are forced to evaluate their own values and life styles.

Focus and Goals

1. To recognize the conflict between social expectations and the individual's search for assurance and stability upon returning home from war.
2. To recognize the importance of making self-judgment rather than relying on the approval of others.
3. To explore the ways people try to fulfill their dreams in life.
4. To explore the conflict between romantic ideals and materialism.
5. To illustrate the consequences of an individual's quest of "The Great American Dream" to the point of assuming a false identity.
6. To be aware of the Puritan values that continue to influence people today.

Ways Into the Literature

1. Distribute copies of the Emily Dickinson poems, "Success is counted sweetest" and "I cannot live with you." After reading the poems aloud, divide the class into groups to discuss the following questions:
 - (a) How does it feel to be in love?
 - (b) How does it feel to be in love and to not have that love returned?
 - (c) Is it possible that imagining someone loving you could be better than that person really loving you? Why, or why not?
2. Have students read "Soldier's Home" by Ernest Hemingway. Show the video and discuss with students the soldier's expectations for returning home. Discuss the ways a soldier's view of life differs from society's view of life. Have students consider the soldier's difficulty in being accepted when he returns home from war a different person.

Ways Through the Literature

1. Read the description of Long Island to the students. Have students draw a map of East and West Egg. Locate the "Valley of the Ashes," Nick's home, Gatsby's home, and Daisy's home. Also pinpoint the green light.
2. Read excerpts from T. S. Eliot's "The Wasteland." Divide the students into groups to compose a comparison of Eliot's wasteland with Fitzgerald's Valley of the Ashes. Discuss the symbolic significance of the idea of wasteland. Include biblical sources in the Old Testament "Exodus" and the New Testament "Temptation of Christ."
3. Assign the students the following Reflective Essay:

Writing Situation

Wasteland or desert land is often used in literature to represent a time when moral or spiritual values are tested in a person's life. During this experience of uncertainty a person often feels disconnected from all of his past. From these experiences, a person may form a new awareness of his or her identity and of what is really important in life.

Writing Directions

Write an essay about a time when your moral or spiritual values were tested. Tell the story of what happened. Be sure to relate how you felt during and after the temptation. Explain what you learned about yourself. Did your morals or values change as a result of the experience, or did you become more certain of the correctness of your standards?

Ways Beyond the Literature

1. Show the film of The Great Gatsby.
2. Write an essay on one of the following topics:
 - (a) The post-World War I era has been called "The Jazz Age" and "The Roaring Twenties." It is an era of individualism. Discuss the individualism in The Great Gatsby.
 - (b) Fitzgerald has been called a novelist of manners. Discuss the social relationships and sense of morality in The Great Gatsby.
 - (c) On the surface, The Great Gatsby seems to be a novel of Jay Gatsby's life. Who is the novel really about? Use examples of this individual's conflict and search to support your answer.

Unit V

5 weeks

American Society in California Of Mice and Men

Rationale

California occupies a unique and significant place in American history and culture. This unit focuses students' attention on California. Using California's rich literary and historical heritage, the unit helps students appreciate California's history, and encourages students to enthusiastically accept their place as significant citizens of California.

Focus and Goals

1. To understand how California relates to American society.
2. To gain an appreciation for the uniqueness of California through its history and literature.
3. To become aware of the rich contribution to American literature made by California authors.
4. To survey the literary themes found in California authors.
5. To focus on the westward movement theme found in American literature and its contribution to California's history and literature.
6. To accept a sense of citizenship and participation in California

Ways Into the Literature

1. Have students select a topic from the following list and write a ten to fifteen page research paper. Have the students present their report orally to the class at a time when it will correspond with the literature.
 - Spanish exploration of California
 - Exploration of California other than Spanish
 - Missions in California
 - The Spanish Era in California
 - Missions, presidio, pueblo- Spanish institutions
 - Secularizations of the missions during the Mexican Period
 - Rancheros
 - California- becoming a state
 - Junipero Serra
 - History of Los Angeles
 - History of Monterey
 - History of San Francisco
 - Donner Party
 - Bear Flag Revolt
 - Mexican War
 - Discovery of gold in California
 - Gold country- life in the mines

Juniors

- The Comstock Lode
- History of Sacramento
- History of Transportation in California
- Pacific Railroad Act of 1864
- Theodore Judah
- Leland Stanford
- Charles Crocker
- Mark Hopkins
- Collis P. Huntington
- Central Pacific Railroad Company
- Modoc Wars
- Chinese Labor
- Ranchos
- Development of Agriculture in California
- Harrison Gray Otis
- Thomas J. Mooney
- Japanese Internment
- Mexican influence in California
- Mexican plight in California
- Joaquin Murietta
- Bret Harte
- Samuel Clemens
- Ambrose Bierce
- Frank Norris
- Jack London
- Upton Sinclair
- Robinson Jeffers
- John Steinbeck
- William Saroyan
- Jedediah Smith
- Henry Miller (Miller and Lux)
- California Indians
- Pueblos in California
- Ewing Young
- Kit Carson
- John C. Fremont
- Development of theatre in California
- Development of journalism in California
- Labor movement in California
- Black Gold
- Okies come to California
- The Great Depression and its effects on California
- Water projects in California

2. Have students present an oral report to the class on their reseach. Students will keep a timeline of important events mentioned in the reports.

3. Divide the students into groups. Assign each group to read one of the following stories:

- "The Outcast of Poker Flat"- Harte
- "Tennessee's Partner"- Harte
- "Luck of Roaring Camp"- Harte
- "Leader of the People"- Steinbeck.

Ask the groups to analyze the stories for evidence of why the characters came to California, what the characters felt about their experience in California, and how society in California differed from the rest of the United States.

4. Have students prepare excerpts from the following works and present them to the class:

- Two Years Before the Mast- Dana
- Ordeal by Hunger- Stewart
- Grapes of Wrath- Steinbeck
- East of Eden- Steinbeck
- Cannery Row- Steinbeck.

Have each group give a panel discussion on what the book reveals about life in California.

5. Have students read and discuss "Once by the Pacific" by Robert Frost.
6. Have students write an original poem on California's lifestyle, landscape, or history.
7. Have students read "Flight" by John Steinbeck.
8. Discuss the female characters in Steinbeck's works using examples from the works read and discussed in this introduction. Have students write an essay on the qualities found in Steinbeck's female characters.

Ways Through the Literature

1. Arrange for a representative from the migrant office to speak about migrant issues to the class.
2. Ask a local person who moved to California in the 30's or 40's to speak to the class.
3. Have students write character sketches of Linny or Mack.
4. Have students write on controversial issues such as the homeless in America, migrant workers, or mandatory harvest work for welfare recipients.

Ways Beyond the Literature

1. Have students watch the video Of Mice and Men.
2. Divide students into groups and ask them to dramatize an excerpt from Of Mice and Men.
3. Have students read poems by Mexican American poets and discuss their view of California.
4. Read aloud "The Parsley Garden" and "Raisins" by William Saroyan to the class. Ask them to write about the tone in those stories.
5. Divide the students into groups. Have them prepare excerpts from the following works to present to the class:
 - The Grapes of Wrath- Steinbeck
 - The Earth Abides- Stewart
 - Garden of the Sun- Smith
 - The Cattle King- Treadwell
 - Prodigal Son- Smith
 - Stevenson at Silverado
 - The Life and Adventures of Joaquin Murieta- Yellow Bird (John Rollin Ridge)
 - Boy on Horseback- Steffens.
6. Have students report on an aspect of local history.
7. Assign the following essay in the CAP Speculation About Effects style:

Writing Situation

At the conclusion of Of Mice and Men, Lennie kills Curley's young wife. George holds a gun to Lennie's head and pulls the trigger. Suppose that George was arrested and tried for Lennie's murder.

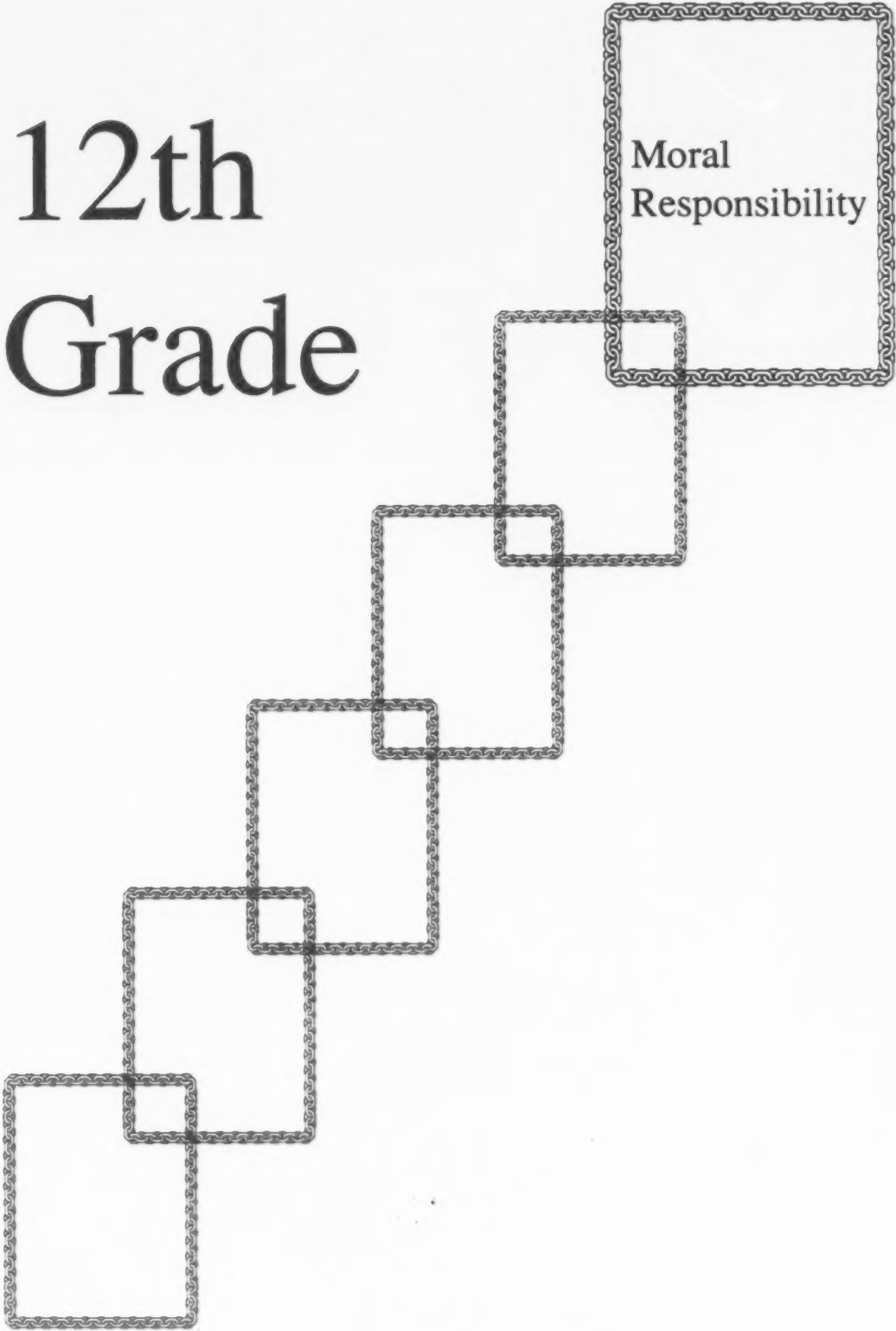
Writing Directions

Write an essay in which you state the line of defense George's lawyer would present in court. State the jury's verdict and the reasons the jury arrives at its decision.



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12th Grade

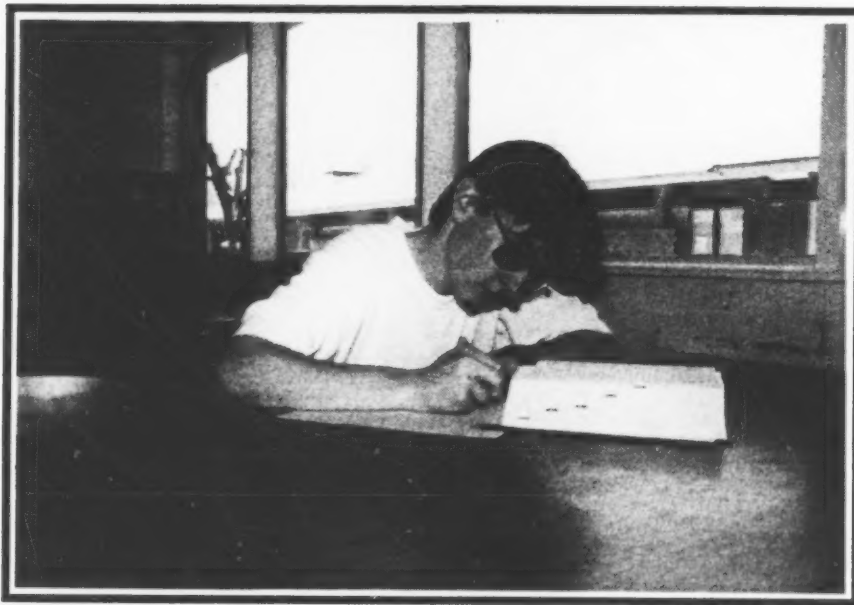


Moral
Responsibility

Moral Responsibility

Senior English helps students make the transition from high school to college. The curriculum builds on previously learned skills, and it challenges students to reach for their potential. Moral Responsibility, the overall theme, generates interest in personal growth, and initiates searching for maturity, integrity, and a sense of caring about other people.

Students learn to employ many academic skills by a systematic involvement in thinking, talking, and writing about the literature. Writing focuses on the CAP modes Interpretation and Evaluation while reinforcing the other modes. As evaluators, students learn how to make sound judgments validated with evidence; in interpretive writing, students analyze character motivation, issues, and seek personal meaning. The goal of the senior year is to prepare students for college and to make them aware of their need to be responsible for themselves and others.



"It is his [the writer's] privilege to help man endure by lifting his heart, by reminding him of the courage and honor and hope and pride and compassion and pity and sacrifice which have been the glory of his past." William Faulkner

Unit I

3 weeks

Accepting Our Dark Side

The Secret Sharer

Rationale

The Secret Sharer by Joseph Conrad introduces the theme of moral responsibility by illuminating the universality and significance of the dark side of human nature. Adolescents frequently feel isolated and alienated by fears they are the only ones who have a dark side to their characters. In the novel, Leggatt, the secret sharer of the young captain's cabin, enables the captain to make difficult moral decisions. In assuming responsibility for his dark side, the Captain proves himself worthy of command. Acceptance of their dark side helps adolescents feel less lonely and alienated.

Focus and Goals

1. To explore Conrad's description of man's other self, the dark side of man, through the symbols, characters, and plot of the novel.
2. To learn that acceptance of our dark side is necessary for personal growth.
3. To study how tone, voice, and mood contribute to the effectiveness of the novel.
4. To see how the captain struggles with inner conflict and evolves into a man who is worthy to command his ship, (his journey through life).

Ways Into the Literature

1. Have the class brainstorm reasons why individuals may be alienated or detached from society.
2. Present the concept of man's other self or dark side of the self, which he secrets in his heart. Discuss the need to accept and release the dark side of the self for personal growth to occur.
3. In small groups, have students list and discuss problems people have when they find themselves in a new situation in which they must prove themselves.
4. Locate on the world map the Gulf of Siam, Cardiff, Koh-ring, and Liverpool.

Journal Entries

1. List several descriptive words about a person you know who seems to have a dark side.
2. Write about an action which makes you think a person has a dark side.
3. Pick a time when you were younger and write about something you did which you knew was wrong.
4. Why are people sometimes attracted to people who are scoundrels?
5. What symbols do modern music groups use to sell their songs?
6. What symbols attract you, and why do they catch your attention?
7. What person in your life has influenced you to make a change for the better?
8. For whom do you feel responsible?
9. Write about the "Leggatt" or "dark side" of yourself.
10. Write about the ocean. What feelings do you have when you look at the sea?
11. Have you ever been tricked or fooled by someone? Tell what happened.
12. Do you have feelings of regret and shame? When do you feel these the most? What do you do about them?
13. How do you feel when someone accuses you of doing something wrong?

Ways Through the Literature

1. Read part one aloud to the class to acquaint the students with the rhythm of Conrad's language.
2. Have students keep a record in their notebooks of Conrad's mood expressions such as "tide of darkness." At the end of the novel, group students and have them compare expressions and their effectiveness.
3. After reading Section I, discuss with the class the reasons why Conrad leaves the captain and the ship nameless.
4. After reading Section I, ask students to predict what will happen in the rest of the book.
5. Ask students to draw a picture of the captain's quarters.
6. Discuss with the class the effectiveness of the captain's method of fooling the skipper of the Sephora.
7. Summarize in writing how the captain accepts his dark side and becomes a free, whole man.

Ways Beyond the Literature

1. Assign the following essay in the Interpretation writing style:

Writing Situation

There is an old saying that "opposites attract." Conrad's choice of words to describe Leggatt indicates he is wicked and dangerous. Yet, the captain not only accepts Leggatt, he risks his life and the safety of his ship and crew for this worthless man.

Writing Directions

Write an essay in which you explain the ties between the captain and Leggatt. Use quotes from the descriptive mood words and references to incidents in the book to support your opinions.

2. Assign the following composition:

Writing Situation

Each year we have studied a novel in which the characters have experienced spiritual development. In the freshman year, The Call of the Wild showed Buck changing from a pampered pet to a tough wolf-like creature who could survive in a perilous world. Siddhartha, in the sophomore year, left the religion of his father to develop his own personal spiritual life and in the end discovers love. The Adventures of Huckleberry Finn takes Huck from a life of fear and restriction to a discovery of freedom and the dignity of human life. In The Secret Sharer, the captain's own spiritual voyage takes him from alienation and doubt to confidence and command.

Writing Directions

Write an essay in which you compare and contrast the four novels of spiritual development that you studied during high school. Include differences in the authors' techniques as well as philosophical differences. Summarize what each of the main characters discovers about life in each of the novels.

Unit II

6 weeks

Action and Consequences
Frankenstein**Rationale**

Frankenstein is most often referred to as the senior's favorite novel. Besides the story's entertaining quality and aesthetic value, Frankenstein also leads students to examine life by posing questions about human relationships, moral responsibility, and the meaning of life. It offers a different perspective of man dealing with the consequences of his actions. During the course of study, students engage in a variety of activities to increase their intellectual growth. Frankenstein inspires research in science, medicine, sociology, and ethics.

Focus and Goals

1. To consider relationships between action and consequences.
2. To learn characteristics of romanticism.
3. To have students increase their awareness of moral responsibility.
4. To explore the ethics of science.
5. To discover universal inner conflicts.
6. To learn the necessity of the affection of others.

Ways Into the Literature

1. Divide students into groups of three. Assign each group a topic to research and to report on orally to the class. The methods of research should involve reading and taking notes, interviewing, and drawing on personal experience and knowledge. Students choose topics from the following list:
 - (a) Mary Shelley's life
 - (b) characteristics of romanticism
 - (c) characteristics of the Gothic story
 - (d) modern research on creating life
 - (e) cloning
 - (f) Faust
 - (g) Prometheus
 - (h) alchemy
 - (i) Arctic regions
 - (j) genetics
 - (k) Geneva, Switzerland
 - (l) history of films about Frankenstein
 - (m) modern science and ethical boundaries
 - (n) society's views of the handicapped
 - (o) moral responsibility
 - (p) religious views of the nature of man
 - (q) William Wordsworth
 - (r) Samuel Taylor Coleridge

- (s) Edgar Allan Poe
- (t) Percy Shelley
- (u) elements of science fiction

2. Read "Rime of the Ancient Mariner" by Coleridge to the class.
3. Discuss the idea of the romantic quest with the class. Relate The Great Gatsby (read the junior year) to the romantic quest.
4. Read "Tintern Abbey" by Wordsworth to the class.
5. Discuss the role of nature in romanticism.
6. Read a summary of Goethe's Faust to the class.
7. Discuss the philosophical problem of human damnation through the desire for knowledge.
8. Have students locate and view art prints of romantic artists in the library.
9. Play recordings of Wagner and Beethoven and discuss the elements of early Beethoven and the transition to the romantic movement in music.
10. Have students do a "trust walk." In pairs, students take turns leading their blindfolded partners around campus.
11. Present the following moral dilemma:

Many pregnant women over the age of thirty-five go through a process called amniocentesis to detect whether or not the fetus is deformed or mentally retarded. This process also can determine the sex of the child.

- (a) Should the pregnancy be aborted if the fetus is determined to be either deformed or retarded?
- (b) Should the pregnancy be aborted if it is not the sex desired by the parents?

Have the students write their answers to these questions without discussion. Call for a show of hands of those who are pro-abortion and those who are against it in this situation. Divide the class into groups based on their decisions, and have them brainstorm reasons which support their side of the issue. Discuss with the whole class.

Journal Entries

1. What are you reminded of when you hear the word "Frankenstein"?
2. What area of the world would you like to explore and why?
3. Write about a time when you were frightened.
4. Describe a person you know who doesn't seem to fit in. Do not name the person.
5. What does moral responsibility mean?
6. Interpret the following statement: "Man sometimes builds higher than he can climb."
7. Why do advertisements usually use beautiful people in the ads?
8. If you had to choose between ugly facial features and being physically deformed, which would you choose? Why?
9. Must science have moral obligations?
10. What is the role of creator to creation?
11. Write a poem about alienation.
12. Write about what happens to people who rarely receive affection?
13. What does the concept of justice mean to you?
14. Write about a time when you felt left out or unloved.
15. Revenge is a powerful emotion. Can revenge ever be positive?
16. Why is the creature more dreadful when it stirs with life?
17. What bothers you the most about Victor Frankenstein?
18. Other than racial prejudice, what biases does our society perpetuate?
19. What moral obligation do parents have to their children?
20. What fallacies do you see in the monster's story?
21. If you could interview Victor Frankenstein, what questions would you ask him?
22. What emotions seem to drive Victor? The creature?
23. What does this novel tell you about the mind of Mary Shelley?
24. Choose animals which would be good symbols for the creature, Victor, Elizabeth, Clerval, and Caroline? Tell why.
25. What symbolic colors might represent each character? Why?
26. What physical feature are you the most sensitive about? Does this affect your behavior in any way?
27. Copy and interpret the following quotation:
"Act only on the principle which thou canst will shall become universal law" (Mills).
28. Copy and interpret the following quotation:
"Actions are right in proportion as they tend to produce happiness, wrong as they tend to produce the reverse of happiness" (Kant).
29. Copy and interpret the following quotation:
"It is immoral to say that what is right and proper for one is right and proper for another" (Nietzsche).
30. Copy and interpret the following quotation:
"Good itself is indefinable" (G.E. Moore).
31. Copy and interpret the following quotation:
"Right means according to the will of God, and wrong means against the will of God" (William Paley).

Ways Through the Literature

1. Give each student a map of Europe. Have students locate cities, areas, and countries as they are mentioned in the story.
2. Arrange students in groups of four. Have them read assignments together, discuss the reading guide, and answer the questions.
3. Instruct students to select a partner from within their group of four. For one week, have the partners show responsibility for each other by being good listeners, by encouraging each other, by praising, and by showing appreciation for the other. At the end of the week, ask the students to write two paragraphs: one telling how it feels to be appreciated, and the other telling how it feels to be responsible for someone's feelings.
4. After reading the creature's story (Chapters 11-16), have the students write either a poem about Victor's creation or a letter to Victor.
5. At the end of the week, have students pick one journal entry they have written to read to the class. Discuss the ideas expressed with the class.

Ways Beyond the Literature

1. In new groups, instruct students to make murals depicting a theme chosen from the following topics:
 - (a) showing appreciation for others
 - (b) the history of science
 - (c) social responsibility
 - (d) alienation
 - (e) the family of man
 - (f) the search for identity
 - (g) romanticism.
2. Ask students to write a rap about the creature and to present it to class.
3. Ask students to compose poems and prose about the creature. Collect and publish them in a Frankenstein booklet.
4. Divide the students into groups. Have each group script a scene from Frankenstein and present it to the class.

5. Ask students to select someone they know of in their family, friends, social circle or neighborhood who seems to be left out. Students make a personal commitment to help that person be included in some way. Have them keep a diary of the experience.
6. Ask students plan a Frankenstein party for the last day of the unit. Have students show murals, put on plays, and present the oral projects on that day.
7. Show the film, Young Frankenstein.
8. Ask the students to write the following Evaluation Essay:

Writing Situation

Mary Shelley said in her introduction she wanted to write a story which would "make the reader dread to look around, to curdle the blood, and quicken the beatings of the heart."

Writing Directions

Write an essay evaluating the extent to which Mary Shelley's intentions were achieved. You are writing to your classmates who are familiar with the plot and characters of the novel. Be sure to support your opinions with references to the book.

9. Assign the students the following Evaluation Essay:

Writing Situation

Romanticism was a literary movement which reflected a specific view and philosophy of life. Mary Shelley wrote during a time when romanticism was very popular.

Writing Directions

Write an essay evaluating how well Frankenstein reflects trends of the romantic movement. Assume you are writing to a person who is familiar with the novel. Be sure to support your opinions with references to plot, characters, and description.

10. Assign the following Report of Information Essay:

Conduct a survey asking people what they think of Frankenstein's creation. Ask them to respond to a list of questions. Write a report in which you present the findings of the survey. Include in your report anecdotal information to give the reader a sense of your experience as you conducted the interview.

11. Have the students write the following Reflective Essay:

Find a passage from Frankenstein that stands out for you and makes you stop and think. Write it on paper; write your reflective response to the selection. What associations, memories, and thoughts does it evoke? Continue writing until you find yourself deep in your thoughts, developing them, exploring where they lead. Reread what you have written. Shape your reflection into an essay or a poem.

12. Ask the students to write a First-Hand Biographical Essay:

The creature created by Victor Frankenstein is a victim of misunderstanding. Think of a person you know who has been a victim of misunderstanding. Sketch a mandala for this person, including symbols for color, season, mineral or gem, animal, and plant. Write an essay about this person using the symbols in the mandala to help the reader visualize the person. Use the mandala as your cover sheet.

13. Discuss with the students the way Mary Shelley characterizes society's attitude toward the creature. Have them write an essay which summarizes and interprets Shelley's political and social views.



Frankenstein

Reading and Discussion Guide

Instructions: In groups of three or four, read the novel together, discuss answers to the study guide's questions and assignments, and write down individual answers. Keep all these materials in your notebook.

Letter 1: To Mrs. Saville, England

1. Mary Shelley uses an epistolary story as a frame for the story of Frankenstein and his creation. Why is this a clever literary device?
[It enables the writer to sound more convincing. The reader, because he knows Walton, will believe in the existence of the monster.]
2. Robert Walton, who is in St. Petersburg, Russia, is preparing for what?
[He is preparing for an Arctic expedition.]
3. Among romantic literary practices is the concept of the romantic quest. What are Walton's reasons for going on a quest to the unknown?
[He wants to discover "the wondrous power which attracts the needle of a compass. He wants to walk on land untrod by humans and satiate his ardent curiosity with the sight of a part of the world never before visited."]

Letter 2: To Mrs. Saville, England

1. Walton tells his sister he has found a good crew. He is in Archangel, a seaport, but he is extremely lonely. For what kind of friend does he long?
[He longs for someone to share his romantic and enthusiastic visions.]
2. Walton alludes to the albatross in Coleridge's "Ancient Mariner." Find the passage. Why does Walton feel he is in tune with the modern poets?
[This allusion shows his passion for the dangerous mysteries of the sea and his love for the marvelous, concepts which were written about by romantic poets of the day.]
3. Solitude is a romantic characteristic. Later a parallel between Walton and Frankenstein becomes significant. Both are filled with inspiration to discover the unknown; both find that no one is interested in sharing their romantic pursuits.

Letter 3: To Mrs. Saville, England

1. In this letter to his sister, Walton, although in danger, is neither distressed nor unnerved. What incidents have happened?
[There are floating sheets of ice. There have been one or two storms and their ship has sprung a leak.]
2. Describe the man Walton takes on board.
["He was in a wretched condition. His eyes were wild and mad, yet he responds to kindness with benevolence. He is extremely melancholy and in great anguish."]

3. Why does Walton begin to love him like a brother?
[The stranger's grief fills Walton with sympathy and compassion. Walton sees that the man is deeply sensitive and intelligent, and this creates a spiritual rapport between two like souls.]
4. This section concludes the beginning frame which prepares the reader to hear the story of Victor Frankenstein. The reader has been introduced to the creature of gigantic stature.

Chapter 1

1. Victor Frankenstein tells Walton the story of his father's marriage and of his own childhood. It is typical of nineteenth century writing to give an account of a character's family background.
2. What kind of characteristics do Victor's parents have?
[His father, Alphonse, was a noble humanitarian with an upright mind. His mother, Caroline, was loving; she cared for the poor and the downtrodden.]
3. Describe Elizabeth.
[She had hair like living gold, blue eyes, and a clear brow; her features express sensibility and sweetness.]
4. How does Caroline discover Elizabeth?
[She visits the cottages of the poor.]
5. Why does Victor accept Elizabeth as his own gift?
[He interprets his mother's words literally when she says, "I have a present for my Victor."]

Chapter 2

1. Describe Victor and Elizabeth's dispositions.
[Elizabeth was calm while Victor had a thirst for knowledge. She was interested in poetry and scenery while he was interested in investigating the hidden laws of nature. Victor had a violent temper.]
2. Henry Clerval, Victor's one and only male friend, had what kind of personality?
[He loved danger, read romance books, composed songs, and wrote adventure stories. Clerval was concerned with the moral relations of things.]
3. Why were the works of Cornelius Agrippa useless reading for Victor?
[Agrippa's theories had been exploded, and he was considered an alchemist. Paracelsus, Agrippa, and Albertus Magnus were people who tried to create life in a test tube or to make gold from lead.]
4. What romantic concept expressed in the Faust legend permeates this chapter?
[Man's desire for ultimate knowledge.]

Chapter 3

1. Two events sadden Victor in this chapter. What are they?
[Victor's mother dies of scarlet fever which she contracts from nursing Elizabeth back to health. Also, Victor's closest friend, Henry Clerval, will not be going with him to the University of Ingolstadt.]
2. Contrast M. Krempe and M. Waldman's approach to Victor.
[M. Krempe ridicules Victor about the books he has read. M. Waldman justifies in a warm and friendly way the reasons why should turn his studies to modern science.]

Chapter 4

1. What recurring question does Victor ask himself?
["Where did the principle of life proceed?"]
2. Why does he study death by observing the natural decay of the body?
[He tries to learn the causes of life.]
3. What is Victor's goal in bestowing life upon lifeless matter?
[In time he hopes to renew life to the human body in order to conquer death.]
4. Does Victor's inordinate amount of study and his solitary confinement mean he was insane?
[No, it gives the picture of the romantic solitary figure. Mary Shelley did not intend for the reader to see him as a mad scientist but as a man whose quest was to rid the world of death, a noble endeavor.]

Chapter 5

1. Describe Victor's creation.
[The yellow skin barely covers the muscles and the arteries. Its eyes are watery and horribly yellow. His hair is black and flowing. He has straight black lips.]
2. Why does Victor abandon his creation which he had worked on for two years?
[The creation is monstrous and it disgusts and horrifies Victor who is aghast at the frightening "thing."]
3. How is Victor reminded of the mariner in Coleridge's poem?
[He is reminded of the passage in which the mariner feels isolated from the world.]
4. What happens when the monster visits Victor at his bedside?
[Victor flees in bitter disappointment with the creature and himself. He wanders aimlessly around the city and meets his friend, Henry Clerval. Victor and Henry return to Victor's apartment where Victor becomes very ill. For months he is half-conscious with Clerval nursing him.]
5. How is the romantic quest reversed?
[The romantic quest is reversed in Victor's revulsion and absolute rejection of the creature, and he is haunted by his new knowledge. His original quest was to create life, but when it was accomplished, his quest became his curse.]

6. How does the environment in which the monster is created reflect the state of mind and heart of Victor?

[The monster is created during a thunderstorm, late at night, and by candle light in some isolated part of an old house. The emphasis is on the darkness of the setting.]

Chapter 6

1. In a letter from Elizabeth, Victor hears about his brother, Ernest, now sixteen, and about his youngest brother, William, who is now seven. She also recounts the events by which Justine Moritz became part of the Frankenstein family. How does Justine's story parallel Elizabeth's?

[Justine, like Elizabeth, was downtrodden and a victim of adversity. The Frankenstein family again charitably took another into their fold.]

Chapter 7

1. Dreadful news arrives by letter from Victor's father telling of the murder of his beloved William. On his journey to Geneva, Victor sees the creature. What does Victor intuit about the monster?

[The monster is the murderer of his brother. He feels he is responsible for releasing into the world "a depressed wretch, whose delight was in carnage and misery."]

2. How does lightning play a significant irony in the novel?

[Victor decided to study natural sciences when he saw lightning strike down a huge oak tree. The monster's life was activated by lightning. Lightning reveals to Victor the presence of the monster in the vicinity where he was murdered.]

3. Justine Moritz has been accused of William's murder. What kind of evidence does Elizabeth have for Justine's innocence?

[None, she loves Justine and knows her well, yet she has no proof of her innocence.]

Chapter 8

1. What kind of evidence convicts Justine?

[Circumstantial evidence convicts Justine, but it is very convincing. She was seen not far from the spot where William was killed. A locket which Elizabeth had put around William's neck was found in Justine's pocket. When searching for William, Justine found herself locked out of Geneva, and she had to spend the night in a barn. When she awoke, it was then she was seen by a villager.]

2. Justine is condemned to be hanged. Why does she finally confess her guilt when she is not guilty?

[She confesses in order to obtain absolution. The priest threatens to have her excommunicated if she does not confess.]

3. Why is the name Justine ironic?

[This is Mary Shelley's ironic word play on the word "justice," since Justine is the victim of injustice.]

4. Why is the name Victor ironic?

[He is victorious because he discovers the secrets of nature and creates life itself. However, because the monster is rejected by society and Victor, the creature becomes corrupt and turns to taking life. Victor has destroyed the natural order of life and becomes the ultimate loser.]

Chapter 9

1. What keeps Victor from committing suicide?

[The fact that his death would bring additional grief to Elizabeth keeps Victor from committing suicide.]

2. What does Victor intuit about the monster?

[He believes the monster will commit further atrocities.]

3. Why does Victor want to see the monster again?

[He wants to avenge the deaths of William and Justine.]

4. This chapter concentrates on despair and depression which were common subjects for many romantic writers. Suicidal thoughts were often entertained by their characters. How has Victor changed?

[He once thought of overcoming death by creating life. He now entertains thoughts of death to overcome the despair of life.]

5. How is Wordsworth's "Tintern Abbey" echoed when Victor returns to the Alps?

[In that poem, the troubled poet returns to Tintern Abbey with his sister in hopes that the scenery will restore their troubled spirits.]

Chapter 10

1. How does the monster react when he and Victor meet on the summit of Montanvert?

[The monster laments that he is detested by his creator. He tells him, "I was benevolent and good; misery made me a fiend." He wants to tell Victor his story.]

2. What parallels, if any, do you see between the God/Adam relationship and the Victor/creature relationship?

[Both God and Victor created out of love and desire for life. Both of the creatures rejected their creator. They were both made "good" but turned to wrong. In both cases the creator rejects the creature because of the wrong.]

3. A romantic concept that man is born innately good and virtuous is a view opposed by many religions which hold that man is born depraved and naturally sinful. Concerning his creation, the monster says he was forced into his evil ways by society. What do you believe about the natural state of a person? Are we born good, or are we born depraved?

[Individual answers.]

Chapters 11-16

1. As you read the monster's story, keep a summary of the chapters. Note the creature's response to life, to human beings, to his creator.

Chapter 17

1. Why does the monster demand Victor create a female?
[The monster desires sympathy and companionship. He wants a creature of the other sex, just as hideous as himself.]
2. Why does Victor consent?
[He recognizes that he does owe the monster something.]

Chapter 18

1. Find two passages in Chapter 18 that allude to Wordsworth's "Tintern Abbey."
[On his way to England, Victor is affected by the scenery. When accepting an invitation to Scotland Victor says, "I wish to view again mountains and streams and all the wondrous works which nature adorns her chosen dwelling place."]

Chapter 19

1. Point out the section that is the romantic expression of the importance of solitude.
[After a week in Edinburgh, Victor tells Clerval he has to be alone for a month or two.]
2. Describe the setting where Victor goes. Why would it be perfect for romanticism?
[It is a remote part of Scotland where even the soil is barren. On the island there are "three miserable huts," and he rents one with two rooms. This helps create a realm that is entirely different from the known world of the reader.]

Chapter 20

1. Now that he is creating a similar being, what does Victor suddenly realize?
["She could become more malignant, murderous, and wretched than the creature he has already created. How can he be sure the new creature will comply with the monster's conditions? What if she is even more dismayed by her deformity? What if these two should procreate an entire race of monsters?"]
2. What does the monster mean when he howls, "You are my creator, but I am your master; obey!"
[This is a forewarning that he will strike out against Frankenstein.]
3. What threat does the monster leave with Victor?
["I shall be with you on your wedding night."]
4. What happens to Victor that results in his arrival in Ireland?
[Being totally exhausted after throwing the remains of the half-finished creature into the sea, Victor falls asleep in his boat. The wind drives him far from the coast and he is finally able to steer his boat into a harbor.]

Chapter 21

1. Summarize the circumstances in Ireland.
[Henry Clerval's body is found by three fishermen. He has been strangled. Victor is shown the body and becomes hysterical. For two months, Victor is on the verge of death. When he wakes up, Victor finds himself in prison. He is acquitted of the murder charge and plans to return to Geneva.]

Chapter 22

1. Why does Victor decide to marry Elizabeth in spite of the monster's threat: I shall be with you on your wedding night!"
[Victor believes their marriage will make Elizabeth and his father happy. He believes the monster intends to harm him and not Elizabeth.]
2. What precautions does Victor take before his marriage?
[He obtains pistols and daggers for protection.]

Chapter 23

1. What method does Mary Shelley use to forewarn of the imminent danger on Victor and Elizabeth's wedding night?
[They do not reach their hotel until eight o'clock in the evening. The weather is stormy with a violent thunderstorm threatening, and it is extremely dark. The situation agitates Victor.]
2. Summarize the events of Chapter 23.
[Elizabeth is murdered by the monster. Victor fires a pistol, but the monster eludes the bullet and disappears. Victor returns to Geneva, and his father soon dies of grief. Victor goes mad and is kept in a cell for two months. He vows to destroy the monster which he has created.]

Chapter 24

1. What keeps Victor alive?
[The intensity of his desire for revenge keeps him alive.]
2. How does Victor know where the monster is as he pursues him from country to country?
[Sometimes the monster makes himself visible to Victor; other time the monster leaves messages which urge Victor to follow. Victor finds these messages on rocks and trees.]

Walton, in Continuation

This is the outside frame of the novel narrated by Robert Walton. What things convince Walton that Victor's story is true?

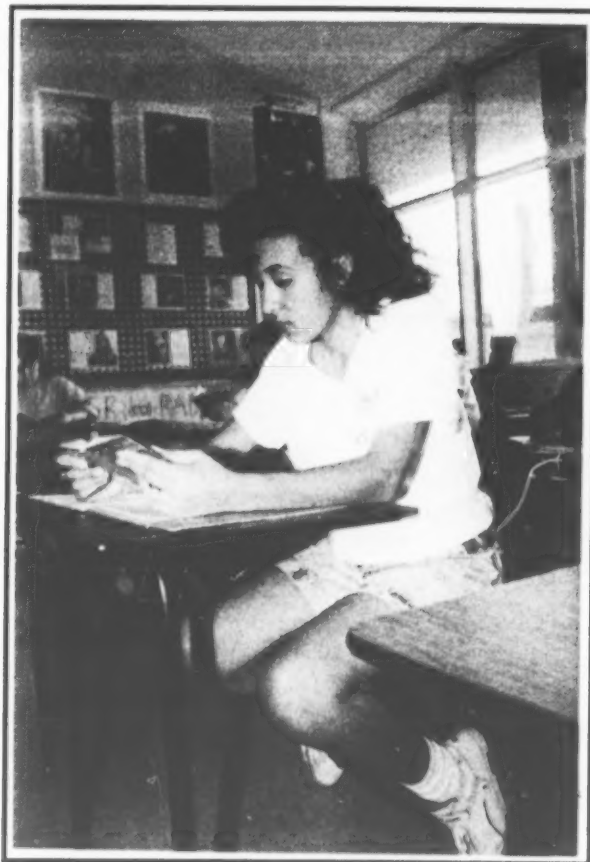
[The anguish of Victor's voice, the letters of Felix and Safie, and the apparition of the monster seen by Walton himself convince him that Walton's story is true.]

To Mrs. Saville: Sept. 2, 5, 7, 12

1. Why does Walton agree to the crew's request that they not pursue the quest into the arctic regions?
[Walton finally realizes there are limits to the human endeavor]
2. What caused the monster's malignity and selfishness?
[The monster was not innately evil, but instead, was caused by the way society and his creator rejected him.]
3. Does Victor have insight into why he created the monster before he dies?
[Victor finally admits he was motivated by his own rabid ambition.]

4. What does the monster mean when he says, "I was the slave, not the master, of an impulse which I detested yet could not disobey"?

[The monster was repentant and heartbroken after the murder of Clerval, and he pitied Frankenstein, yet because he was detested by everyone when he desired love and friendship, he became vile and murderous. He was dominated by his emotions rather than his rational and intellectual self.]



Unit III

2 Weeks

Acceptance of Others

El Norte

Rationale

More than any other literary selection, El Norte shakes students out of their apathy and prejudice against people immigrating to the United States. The story grips a person's conscience and forces him to grapple with his acceptance or lack of acceptance of immigrants.

Focus and Goals

1. To awaken students to the concept of each individual's need to be accepted.
2. To sensitize the students to the plight of the immigrants.
3. To learn about symbolism in films.
4. To evoke a sense of responsibility in the students.

Ways Into the Literature

1. Brainstorm with the students about how a person knows who he is.
2. Have the students read "The Chicano Search for Identity," by Hilario Contreras. Discuss with the students the differences between the Anglo and Hispanic search for identity.
3. Assign the following Reflective Essay to the students:

Writing Situation

One characteristic of human life is the awareness of existence as a distinct person with a sense of self-determination and plans, one who shapes his own fate.

Writing Directions

Reflect on the meaning of this statement, its implications, and its power. Think of an experience you have had when you felt you were determining your own fate. Relate it to the statement above. Extend your thoughts to the power and truth of the statement in a universal sense.

Journal Entries

1. Write about your family. When did they come to the United States? What country did they come from? What circumstances caused them to come here?
2. Write about a time when someone was prejudiced against you.
3. Write about a time when someone took advantage of you.
4. If you could make changes in society, what change would you make that would make life better for you?
5. What attitudes do you have that you would be willing to change?

Ways Through the Literature

1. View the film, El Norte.
2. Summarize what happens to Maria and Enrique each day and why it happens.

Ways Beyond the Literature

1. Allow the students to choose one of the following essay assignments:
 - (a) Interpretive Essay
From an analysis of each situation in which Maria and Enrique find themselves, interpret why they were not able to shape their own destiny.
 - (b) Evaluation Essay
Think about Maria and Enrique's flight from their home country, the hardships they endured, and their failure to fit in. It is very difficult for a film maker or writer to deal with a subject of this importance without becoming overly sentimental. Write an essay evaluating the film-maker's effectiveness in presenting this story without sentimentality.
 - (c) Reflective Essay
What incident in El Norte stands out in your mind and touches you the most? Reflect on the incident. What does it mean to you? What associations does it invoke in your mind? Allow your thoughts to flow, explore them, and let them take you where they will. Try to come to a universal truth. Write an essay based on your reflection.
2. Ask students to write an original poem which expresses some of the emotions they felt while watching the film.

Unit IV

4 weeks

The Power of Good Wuthering Heights

Rationale

Wuthering Heights is similar in some ways to Frankenstein. The story is framed by Mr. Lockwood. He is the narrator through whom the reader hears Nelly Dean's story. Heathcliff seems an inhuman monster who is alienated from society. He is filled with hatred because of his treatment and spends most of his time pursuing his plan of revenge. This novel acts as a bridge between the themes of alienation and family relationships.

Focus and Goals

1. To acquaint students with prose that contains lyrical imagery.
2. To learn that the power of good is greater than the power of evil.
3. To become aware that Heathcliff and Catherine are two dimensions of the same person.
4. To discover how differences in background and temperament cause Heathcliff's alienation from the Earnshaw household and set the family members at odds.
5. To apply what is learned to personal life through writing.

Ways Into The Literature

1. Divide students into groups and have them research the following topics:
 - (a) the Victorian novel
 - (b) Emily Bronte
 - (c) the moors of England
 - (d) 19th century England
 Have them use a panel discussion format to report their findings to the class.
2. Present to the students a genealogical table of the characters of the novel to help them understand who the various characters are.

Ways Through the Literature

1. Ask students to read and write summaries at the end of each chapter.
2. Discuss with the students the descriptive passages and how the names of persons, places, and even dogs add to the tone and meaning of the novel.
3. Discuss the structure and the tone of the novel.

4. Discuss the contrast between Heathcliff's behavior when he is without Catherine and when he is with Catherine.

Ways Beyond the Literature

1. Assign the students the following comparison/contrast paper:

Compare and contrast Heathcliff with the monster in Frankenstein. How do they behave? Why do they behave the way they do? Compare and contrast their physical appearance. Reflect on the meaning surrounding the two characters and draw some conclusions.



Unit V

4 weeks

Father and Child

King Lear

Rationale

King Lear, often referred to as Shakespeare's highest form of poetry, conveys an excellent lesson in morality and family relationships.

Focus and Goals

1. To learn about truth and love.
2. To examine the elements of tragedy.
3. To become aware of how responsibility precedes privilege.
4. To study figurative language.
5. To examine how the subplot reflects and enhances the main plot.

Ways Into the Literature

1. Present background on the elements of tragedy to the students.
2. Have the students brainstorm on their perceptions of the ideal father/child relationship. Ask them to compose their observations into an essay on that topic.
3. Divide the class into groups. Give them their papers they wrote in #2, and ask them to read their own to the group and select the best one to read to the class. Discuss the features of a good paper.
4. Read King Lear in *Tales from Shakespeare* by Charles and Mary Lamb.
5. View Arthur Rackham's illustration of Lear in the fury of the storm.

Ways Through the Literature

1. Assign the students parts and read the play aloud.
2. Discuss the disintegration of Lear's family life with the students.
3. Students keep a chart which plots each character's motivation, action, and problems as a family member. Have them also include the character's appearance in the beginning, appearance at the end, and the symbols associated with each character.

Journal Entries

1. Define your concept of truth. What is truth? How do you discover what is true?
2. What responsibilities do you have as a family member?
3. What things do you need to change about yourself to help create more harmony in your family?
4. Describe the kind of parent you think you will be.
5. Write a dialogue between your father and yourself.
6. List the important happenings in your high school years.
7. Pinpoint a time in your life when you were extremely happy.
8. What motivates you the most to do well in school?
9. What privileges do you enjoy most in life?
10. Should the elderly be placed in institutions?
11. What symbols would you choose to represent the person you are? Why?
12. When is the last time you thanked someone in your family for doing something for you? What was the occasion?
13. What would you say to a friend whose parents don't trust him/ or her?
14. Write a dialogue between someone you don't like and yourself.

Ways Beyond the Literature

1. Assign the following comparison/contrast paper:

Select two of the characters you have charted during the reading and organize a paper in which you compare and contrast the two. Be sure to discuss the areas listed on the chart. Give examples from the play to support your statements.

2. Show Ran, the Japanese version of Lear, to the class.
 - (a) Discuss why the Japanese use sons rather than daughters in the film.
 - (b) Have students keep a viewing log of the similarities and differences of King Lear and Ran.
 - (c) Discuss how a modern tragedy based on family relationships might differ from King Lear and Ran.

Unit VI

2 weeks

A Father's Love

Death of a Salesman

Rationale

Adolescents have many dreams for success in life. Seniors are acutely aware they are about to enter the arena of competition for the achievement of the American Dream. In Death of a Salesman, they meet Willy Loman, a man of the "American Dream," and are led into a study of the value and significance of that dream. They see and appreciate the tremendous potential for happiness and tragedy that is inherent in the family, and they evaluate ways they can make their future family life successful.

Focus and Goals

1. To study the significance and value of the American dream of success.
2. To compare and contrast elements of classical tragedy and modern tragedy.
3. To examine Willy Loman's behavior inside the family to discover what has gone wrong and what would make it a successful family.
4. To study Arthur Miller's technique of allowing the audience to observe what goes on in Willy's mind.

Ways Into the Literature

1. Have students discuss in groups the following statement and then present their ideas to the class:

A father's love must be won. Fatherly love is conditional love. Its principle is "I love you because you fulfill my expectations, because you do your duty, because you are like me."
-Erich Fromm

- (a) Do you agree with this statement? Why?
 - (b) What are the implications of this statement?
 - (c) If you disagree with this statement, rewrite it so that you will agree with it.
2. Present the modern view of tragedy to the class and discuss the differences between the classical and modern view.
 3. Discuss the techniques Arthur Miller used to express Willy Loman's thoughts.
 4. Discuss the use of symbolic, non-realistic sets that appear and disappear to reveal Willy's state of mind.

Ways Through the Literature

1. As the class views the film, have them chart the concepts of fathering, family, death, failure, love, and the American Dream.
2. Ask the students to write first person definitions of love from the differing points of view of Willy, Linda, Biff, and Happy.
3. Discuss Biff's attitude and problem with the class. Ask them if they know of similar family situations. Ask them to speculate about the causes of Biff's unhappiness and the pressures that might be motivating him.
4. Have students write a paper which compares and contrasts Willy Loman and King Lear.
5. Have students write a letter that Willy might write from the grave to Biff.

Ways Beyond the Literature

1. Have the students write an Evaluation Essay in response to the following prompt:

Writing Situation

King Lear and Death of a Salesman are similar in many ways. They are both tragedies involving families. They center around the father. However, there are also many differences in technique, tragic elements, and philosophy.

Writing Directions

Write an essay in which you explain to a fellow student which play you liked the best. Include a brief summary of both plays, a direct statement of which play was the more effective tragedy, and criteria which you used to make your decision. Be sure to include evidence from the play to support your statements and a conclusion which summarizes the main points.

2. Assign the following composition in the CAP Reflective Essay mode:

Writing Situation

Fathers are very important to a person's development. A father expresses his love and care for his children in a way that complements a mother's love. An absent father or a broken relationship with a father can negatively influence a child's development.

Writing Directions

Write an essay in which you reflect on an incident you experienced with your father or other significant male figure. Relate the experience and your emotions. Tell what you learned from the incident about life, fathers, or yourself.

Unit VII

1 week

Mother and Child

"Sonnet to My Mother"

"My Mother Would Be a Falconress"

"The Great Blue Heron"

Rationale

These three poems describe the poets' views of their mothers through figurative language. They allow the students to explore their own feelings toward their mothers as well as gain facility in understanding and using figurative language.

Focus and Goals

1. To examine how the use of symbols conveys emotions and attitudes.
2. To derive pleasure in the experience of reading poetry.
3. To understand how the various elements of poetry make it valuable.
4. To explore the poets' view of their mothers.
5. To explore personal emotions and attitudes about mothers.

Ways Into the Literature

1. Have students think of symbols that would represent their mothers (color, plant, animal, cloth, object, etc.).
2. Ask students to write a poem about their mother using the symbol they developed in #1. Give students the option of reading the poems aloud if they so desire.

Ways Through the Literature

"The Great Blue Heron" - Carolyn Kizer

1. Divide the students into groups and have them read "The Great Blue Heron."
2. Have the groups look up the following words and write their meaning in the margin of the poem copy:

spectral
unwieldy
repose

vapor
superimposed
heron

strand
poised
grounded.

3. Have the groups discuss the following phrases and write about what the phrases communicate:

"Shadow without shadow"
"Hung on invisible wires"
"top of a canvas day"
"so many rockets ago"
"my mother would drift away"

4. Analyze stanza five with the class.
5. Discuss the viewpoint of the poem. Who is the "I" of the poem?
6. Have the students work in groups to paraphrase the poem.

"My Mother Would Be a Falconress" - Robert Duncan

1. Have a student research falconry and give a report to the class.
2. Discuss the poet's feelings of ambiguity about his mother.
3. Divide the class into groups to discuss the imagery in the poem. Have them list the images used and interpret the relationship revealed through those images.
4. Have students work in groups to paraphrase the poem.

"Sonnet to My Mother" - Charles Barker

1. Discuss with the class the perspective of the poet. Where is the poet? How old is the poet? What kind of a relationship does the poet have with his mother?
2. Divide the class into groups to analyze the images used to portray the mother and to construct a paraphrase of the poem which will elucidate the relationship between the poet and his mother.

Ways Beyond the Literature

1. Have the class reread the three poems and decide which poem best conveys the poet's relationship with his mother. Assign an Evaluation Essay in which students explain their choice. Ask them to include comments on the effectiveness of the imagery in the poem they choose as well as a summary of the relationship.
2. Ask the class to read the poem "Daddy," by Sylvia Plath. Have them list the images used by the poet to describe the relationship with her father and write a summary of the relationship.

Unit VIII

1 week

A Mother's Love "I Stand Here Ironing"

Rationale

Written during the 1950's, this short story gives the reader a perspective of a mother who reflects on raising her eldest daughter. The story helps students continue to analyze relationships and motivations in the family.

Focus and Goals

1. To learn what the mother's reflection of her daughter's experience reveals to her about her own life.
2. To understand why some children are treated differently than others in the same family.
3. To examine the use of irony in the short story.
4. To explore a mother's motivations for her actions within the family.

Ways Into the Literature

1. Have the students conduct an interview with their mothers or another significant mother-figure in their life. Ask them to comprise a list of questions to ask their mothers that will enable them to create a biography of their mothers when they were in high school. They should discover hopes, dreams, concerns, and goals, as well as actual events their mothers experienced.

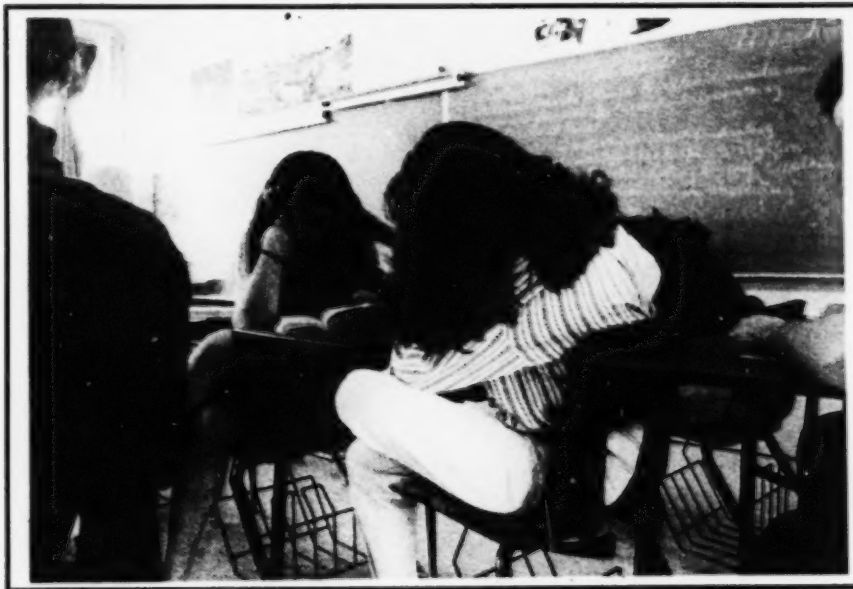
Ways Through the Literature

1. Have the students work in pairs to read the short story and to answer the following questions:
 - (a) Who is this story about, the mother or Emily?
 - (b) Why has the mother treated Emily different from the other children in the family?
 - (c) How does your view of the mother change as you learn more about her?
 - (d) What is your opinion of Emily's reason for not studying for her midterm exams.
2. At the beginning of a class period, have the students respond in writing to the following prompt:

Are you ever treated differently than your brothers or sisters? Describe the incident or circumstance and tell how you felt during and after the event. If you do not have siblings, or if this experience has not happened in your family, write about someone you know who has experienced this.

Ways Beyond the Literature

1. Have students use the survey information obtained from **Into #1** to write the biography of their mother.
2. Ask students to divide into groups to discuss the most important thing they learned from the story and unit. Have each student write a composition explaining the insights gleaned from the unit.



Unit IX

2 weeks

When Family Fails
The Glass Menagerie**Rationale**

Students find Tennessee Williams' play The Glass Menagerie exciting to read in class. Many students identify with Laura's slight handicap. Adolescents often wrestle with the issues of dysfunctional families in their own life and in the lives of their friends. This play provides a vehicle for the exploration of the effects of a dysfunctional family and opens the door to insights on how to prevent families from becoming dysfunctional.

Focus and Goals

1. To learn how the use of a narrator conveys exposition.
2. To show how some families are dysfunctional.
3. To study characterization.
4. To examine characters who face lonely struggles in emotionally and financially starved environments.
5. To place the play in the context of the time it was written and to learn about the role of family members, what was expected of men and women in that day.

Ways Into the Literature

1. Ask students to discuss in groups the problem of shyness. Have them discuss the following issues:
 - (a) the debilitating effect of shyness on the individual
 - (b) the causes of shyness
 - (c) ways to overcome shyness.A reporter from each group speaks to the class in a panel discussion.
2. Provide background information on Tennessee William to the students.
3. Provide background on the memory play and the use of non-realistic devices to the students.
4. Read production notes on the play to the class.

Journal Entries

1. Write about a time when shyness kept you from saying or doing something you wanted.
2. What kind of collections do you have? What does this say about who you are?
3. List the goals that your family has for you. How do they make you feel? Do they match your own goals?
4. What do you fear the most? Why?

Ways Through the Literature

1. Have students keep a reading log in which they record and analyze the actions and attitudes of one character in the play.
2. Divide the class into groups of four. Have them select parts and read the play aloud in their small groups.

Ways Beyond the Literature

1. Divide the students into groups to compare Death of a Salesman with The Glass Menagerie. Have them consider these points:
 - (a) illusions Willy and Amanda have and how these illusions affect the plays' outcomes
 - (b) Willy and Amanda's ideas of success
 - (c) the relationship of parent to child
 - (d) insights the plays give about the right way of living.

Unit X

3 weeks

If There Were No Families

Brave New World

Rationale

Brave New World, a book of ideas, often shocks students. It gives a different view of life in which there are no family relationships, yet where everyone belongs to everyone else. Adolescents are sensitive to forces that inhibit their developing individualism. This book provides a sounding board for protest against the elements the students feel threaten their emerging independence.

Focus and Goals

1. To become acquainted with the concept of a controlled society where individualism cannot exist.
2. To consider seriously Huxley's view of the future.
3. To analyze how the modern world is similar to Brave New World.
4. To consider the importance of the family in society.

Ways Into The Literature

1. Have the students read The Tempest from Tales from Shakespeare by Charles and Mary Lamb.
2. Discuss the allusion of the novel's title and the context of its use in The Tempest.
3. Divide the class into groups and create a futuristic society. Ask the students to decide what characteristics of our society they would keep and what they would throw out. Have them add new elements to make the society as they would like it. Each group presents their society to the class in a creative way incorporating visual or performing arts.
4. Present the historical background to the class. Discuss Pavlov and conditioning.

Journal Entries

1. Think back to Frankenstein; what similarities do you see between it and Brave New World?
2. Bernard doesn't "fit in"? Why?
3. In modern society, what behaviors are not considered appropriate?
4. In what ways are you conditioned?
5. What contributions would you like to make to society?
6. What slogans does our society promote?
7. What is your opinion of surrogate mothers?
8. What role should science play in society.
9. Do you think that the advance of technology is causing people to be less human? Why?

Ways Through the Literature

1. Ask students to read the novel and write out five questions and answers for each chapter.
2. Have students keep a list of the motivations, fears, threats and goals of each character. Ask them to record the social and psychological effects of the state's policies and scientific technology.

Ways Beyond the Literature

1. Have students write the following Evaluation Essay:

Writing Situation

Many writers from Plato to the present have tried to describe the perfect political state or utopia. Aldous Huxley's view of the future is anti-utopian. In his perspective, the development of the state control of society will destroy what is good about life.

Writing Directions

Write an Evaluation Essay in which you evaluate Huxley's view or prediction of a controlled society by comparing it with today's society. Include Brave New World's caste system, the ways babies are created, conditioning, views about the family, promiscuity, slogans, etc.

2. Read the essay "Grave New World" by Caryl Rivers which explores the moral issues and fears raised by advances in the science of genetic engineering.
3. Read Pamala McCorduck's "Machines Who Think" to the class. Discuss the fears, threats sociological impact, and psychological effects of artificial intelligence.

Unit XI

4 weeks

The Triumph of Love

Silas Marner

Rationale

Silas Marner is a positive way to end the semester about family relationships and to end the year about moral responsibility. Even though it has some characteristics of a fairy-tale, students respond enthusiastically to the traditional values and the quality of love that are found in it. Many students relate to the struggles of the single parent family and the sacrifices that are required to make any family work.

Focus and Goals

1. To learn how the traditional standards of love, loyalty, and human respect prevailed for Silas Marner.
2. To apply these standards to ideas about developing strong relationships and families.
3. To gain information about how people lived and thought in the Victorian period of England.

Ways Into the Literature

1. Discuss with the class the statement by Jesus Christ, "What shall it profit a man if he shall gain the whole world and lose his own soul?"
2. Assign students to research the Victorian period in England. Topics might include the following:
 - (a) Queen Victoria
 - (b) industrialism
 - (c) the "Victorian Compromise"
 - (d) the Oxford Movement
 - (e) the Chartists
 - (f) the Anti-Corn-Law League
 - (g) the potato famine
 - (h) John Stuart Mill
 - (i) Thomas Carlyle
 - (j) John Ruskin
 - (k) Charles Kingsley
 - (l) Charles Darwin.
3. Discuss sentimentalism with the class.
4. Read some of your favorite fairytales to the class and define the important characteristics. The essay by the Victorian author George MacDonald, "The Fantastic Imagination," discusses fairytales and stresses the importance of morality to them.

Journal Entries

Since this is the end of the year, have the students write about what is happening in their personal lives as they approach graduation. Seniors need this opportunity to sort through their feelings in writing.

Ways Through the Literature

1. Have students read the novel and respond to it by keeping a diary of Silas' life. Ask them to pretend they are Silas and record his thoughts and feelings after each day's reading.
2. Ask students to keep a record of the elements of sentimentalism that they discover in the novel.

Ways Beyond the Literature

1. Discuss whether the elements of sentimentalism found in Silas Marner are offensive.
2. View the film, Silas Marner.
3. Assign the following composition in the CAP Evaluation mode:

Writing Situation

The psychologist Bruno Bettelheim calls the fairy tale a unique art form which carries deep messages to the subconscious. He quotes the German poet Schiller, "Deeper meaning resides in the fairy tales told to me in my childhood than in the truth that is taught by life." Fairy tales are a distinct type of literature with definite characteristics which we have studied.

Writing Directions

Using the characteristics of fairy tales from your first hand knowledge and from reasearch, write an Evaluation Essay in which you consider how well Silas Marner meets the requirements of the fairy tale. Be sure to support your statements with examples from the book.